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THE MASTERY OF WORDS

BOOK ONE

SARAH LOUISE ARNOLD

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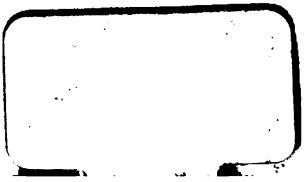

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THE MASTERY OF WORDS

BOOK ONE

A COURSE IN SPELLING ARRANGED FOR GRADES *ONE TO FIVE* INCLUSIVE

A SERIES OF LESSONS BASED UPON THE ORDINARY ESSENTIAL VOCABULARY, TO SECURE FOR THE PUPIL PROMPT RECOGNITION OF WORDS, ACCURATE SPELLING, AND THE POWER TO HELP HIMSELF IN THE STUDY OF WORDS

BY

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PREFACE

THE Mastery of Words provides a course in Spelling for all grades. Book One is intended for the first five grades; Book Two is arranged for Grades Six, Seven, and Eight. Books One and Two are combined in a complete edition, to which this preface relates.

Children do not learn to spell through merely repeating in order the letters which make up words. Some children misspell because their pronunciation is slovenly. They do not hear the correct sound of the word. They must learn to hear truly. Others misspell because they do not clearly visualize the form of the word. They must be taught to give energetic attention to the printed form — to see clearly. But even then children fail to spell correctly if they are completely ignorant of the phonetic value of the letters which make up the word. There is no remedy for such failures except constant attention to the sounds of letters in words.

The Mastery of Words develops these powers. It provides for constant repetition of the ordinary phonograms which are regular in the majority of words. It secures clear enunciation, thus helping to overcome bad habits in speaking. It teaches the pupil to analyze words so that he is conscious of the real problem to be grappled with in spelling; and all the way along it provides exercises which prepare for the use of the dictionary.

Further, its lessons keep in mind that, after school days are over, spelling is used only in writing. The vocabulary of writing is limited; the vocabulary of speech is broad and varied. Drill in spelling should emphasize the words which are necessary for writing.

The vocabulary of the Mastery of Words is based upon the most recent and conclusive investigations of the Russell Sage Foundation, in charge of Dr. Leonard P. Ayres, by Professor Cook of the University of Colorado, by Professor O'Shea of the University of Wisconsin, Dr. Jones of the University of South Dakota, and others. These scholars have clearly shown that spelling books of the past have given undue attention to words which never appear in the student's vocabulary, still less in the essential vocabulary of writing. The thousand words in the Ayres list, proved to be the most commonly used in writing, are therefore taught and stressed in the Mastery of Words.

The author has emphasized the "type words," which are presented over and over again. The type words are purely phonetic — that is, they represent a common phonogram. Essential words which vary from the type are selected for special attention. Beginning with the third grade, black letter type is used to call attention to these words. By frequent review of these lists and of the type words, the pupil will master a very large group of words needed by everybody, yet which are frequently misspelled.

The deadly monotony of the old spelling book has been largely responsible for the lack of interest in spelling. The Mastery of Words has secured in a marked degree variety linked with repetition. The forms of the lessons are varied, and innumerable devices make spelling a live, interesting, and pleasurable study.

The appendix should be used by the older children and by the teacher, for reference. It provides lists, tables, and summaries, including the valuable Ayres list. Teachers should use the appendix freely. The author also urges frequent spelling and pronouncing matches, which provide drill in the form most enjoyed by school children.

After school days are over the pupil must be his own teacher. If he knows phonetics and can read the dictionary, he will be wholly independent. The Mastery of Words provides him with this double power.

PLAN OF THE COURSE

The First Grade must teach children to read. Children are introduced for the first time to the printed word. To distinguish one word from another, they must carefully observe word forms. The teacher selects words already known by sound. In reading, the children connect the sound and the form of the word. This act is also the first step in spelling. Learning to read is therefore a foundation for learning to spell.

On this account many teachers postpone the definite lessons in spelling until the middle of the first school year, or even later. Spelling is not really postponed or omitted, but emphasis is centered upon recognizing the form of words, pronouncing, and copying the words.

But the form of the word is mastered by repeating it in writing or by naming the letters. Unless the letters are learned, the child knows words only as wholes, and cannot recognize new words by the help of familiar ones. The alphabet must be taught.

The Mastery of Words therefore introduces the alphabet at the beginning of the definite work in spelling. It is presented with the help of pictured objects. Every letter is related to a type word, whose initial sound is the sound of the letter (exception, *x*). By frequent and repeated drill in naming the pictures and pronouncing these names in two parts (initial sound and the remainder of the word), the letter is associated with the sound which it chiefly or always represents.

(The type-words *apple* and *zebra*, used to teach the initial sounds, *a* and *z*, need not be spelled until the pupil is further advanced. They are enclosed in parenthesis to indicate this delay.)

During the first grade, the pupil must name the letters in order, must find them when named out of order, and must sound as well as name the letter. He then realizes that words are made up of letters, all of which have some relation to the sound of the word. This is the foundation of all spelling.

The words then selected for spelling present common phonograms in which every letter is sounded, and thus review the initial sounds. No day should pass without the repetition of the alphabet in order, and the quick naming of letters as found in different words.

Many short words (verbs, prepositions, and pronouns chiefly) must also be taught, in order that sentences may be used. *Is, has, he, to, in,* etc., must be shown in sentences, for they have no meaning except in relation to other words. These sentences should, when possible, include some word from the day's reading.

The teacher may adjust the length of the lesson to the ability of her class, for classes in first grade differ much in their rate of progress. The lists of words may be extended at will. It is always a good plan to add a word learned in reading which is in some way related to the spelling lesson of the day. One sentence at a time is enough for the first grade unless the class is very active and able. Typical sentences are inserted to be copied by the children. Two new words suffice for a lesson, if the familiar words are reviewed daily.

For the Second Grade the work of the first grade should be reviewed. Now the silent letter is introduced (final *e*). This brings in the long vowel phonogram and the fact that some letters stand for more than one sound — a difficult fact in English spelling.

New phonograms combining vowels are taught, as in *book, lay, boy, oil,* etc., and consonant sounds in combination, as *wh, th,* etc. The vowels are emphasized over and over in attractive ways, as on page 18, where the short phonograms are sung to the tune of Do, Re, Mi, Fa, Sol. Occasional sentences for copying and for dictation suggest types; such sentences should be related to the reading lesson. Phonetic words are presented in groups. Final *ing* and *er* are added, and the third sound of the vowel which accompanies *r*.

As in the first grade, daily reviews should keep in mind the sounds of all the letters, including the two or three sounds of the

vowels. The alphabet should frequently be recited or sung in order. Children should name rhymes for every phonogram and extend the lists of phonetic words.

Grade Three reviews the vowels in their common combinations, presents *y* and *ies*, emphasizes the long vowel and the silent letter, carefully studies the consonants presenting two sounds (a stumbling block in spelling), analyzes words containing *x* and *cks*, *z*, and *s* sounding like *z*, compares *ee* and *ea*, introduces essential sight words, presents more words of two syllables, reviews all the familiar types, adds *d* and *ed*, and drills upon difficult combinations, as *ould* and *ought*. Word building increases thoughtful attention; more silent letters are studied; a careful chart reviews the three chief vowel sounds. Words from the Ayres list are used. The entire primary work lays the basis for accurate and independent spelling.

For Grade Four and following, a page of exercises is presented for each week. Four advance lessons of different kinds are given on each page. The drill exercise which appears at the bottom of the page beneath a waved line reviews the essential combinations of letters and the various vowel sounds.

The author advises a review of the entire page on the fifth day of the week, and that every ninth week should be given to review.

The words in certain lessons are arranged horizontally instead of in vertical lists. This varies the form of the lesson and approaches more nearly the arrangement of words in reading or writing.

The words should be used in sentences, so that their meaning is clear. This should be the common, everyday practice. Words belong in sentences. Do not be satisfied with the bare spelling of isolated words. Dictation exercises are provided to secure such use of words. Verse and prose alternate with exercises in the use of homonyms. These exercises may be varied according to the need of the class. A valuable exercise is study of the lesson with the class by the teacher. This is particularly true in the

advanced grades and with the lessons for dictionary study, including derivatives. Children must learn how to study as well as how to recite.

Part Two, for Grades Six, Seven, and Eight, builds upon the foundation laid in the preceding grades, and works steadily to secure intelligent use of the dictionary as well as the power to spell. It reviews the vowel sounds, emphasizes the long sound of the vowels, presents in "black letter" words difficult to spell, arranges in groups words which have common elements, maintains the relation to the Ayres list, and provides dictionary exercises.

The first lesson for every week in the seventh grade is made up of words from the Ayres list, while in the eighth grade the first lesson of the week is a dictionary lesson.

This lesson in the eighth grade introduces prefixes and suffixes which naturally occur in words derived from the Latin. Their form must be understood if the dictionary is to be understood. Pupils may spell these words, or merely pronounce them, as the teacher may decree. But in any case, these derivatives must be studied with dictionary in hand, so that prefix, suffix, and root may appear as elements in word-building. Without such training the dictionary will not be used intelligently.

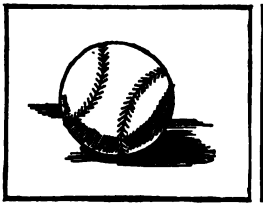
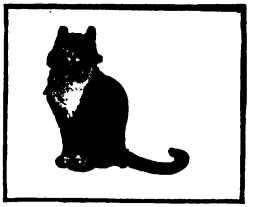
Note the repeated exercises for arrangement in alphabetical order. Lists, as telephone lists, are arranged in alphabetical order; letters must be filed in this way. The drill thus given increases the power to use such lists promptly and intelligently, as well as the dictionary.

Teachers should bear in mind that thoughtful attention to words not only insures good spelling, but it exceeds good spelling by developing in the pupils the power to teach themselves.

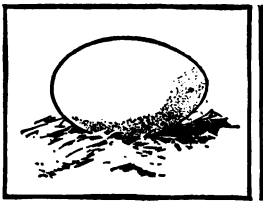
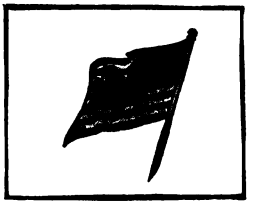
THE MASTERY OF WORDS

BOOK ONE

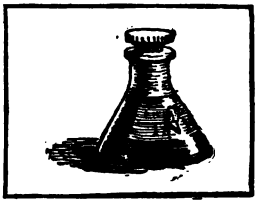
GRADES ONE AND TWO

(apple) a A ball b B cat c C

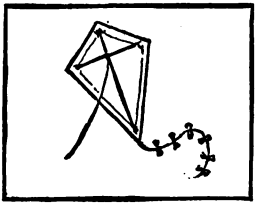



doll d D egg e E flag f F

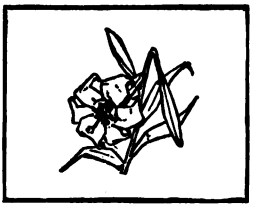


girl g G hat h H ink i I

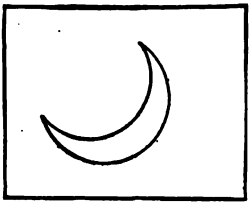
jam j J



kite k K



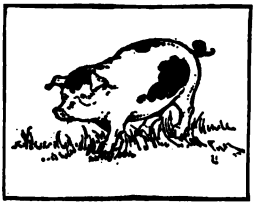
lily l L



moon m M

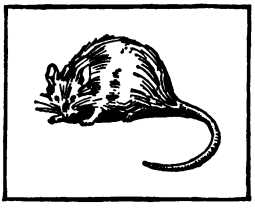
nest n N

ox o O

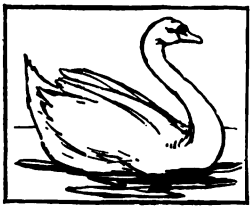


pig p P

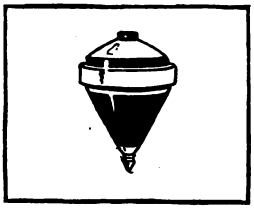
queen q Q



rat r R

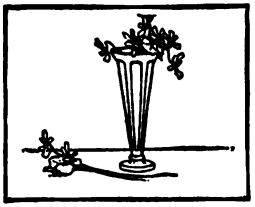


swan s S

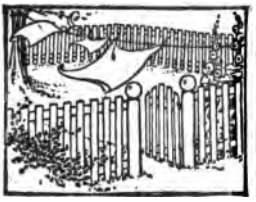


top t T

up u U



vase v V wing w W fox x X



yard y Y (zebra) z Z

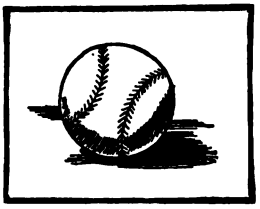
Ann	cat	egg	get	ink
Ben	Dan	fan	hat	jam
kid	man	ox	queen	sat
lad	nest	pig	rat	top

up vase wing fox yard buzz

(apple) A a	ball B b	cat C c	doll D d
egg E e	flag F f	girl G g	hat H h
ink I i	jam J j	kite K k	lily L l
moon M m	nest N n	ox O o	pig P p
queen Q q	rat R r	swan S s	top T t
up U u	vase V v	wing W w	fox X x
yard Y y	1. Name the letters in order. 2. Name and sound the letters in order.		(zebra) Z z

apple an Nan
an fan man
Ann ran can

the ball
the bat
the bed



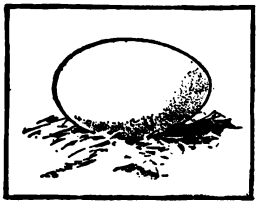
ball bat
call at
fall mat

the cat dog cat
the dog log sat
a dog fog fat

the doll
do
did

Dan
pan
tan

How do you do, Ann?

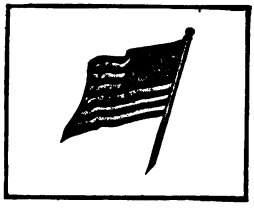


an egg
eggs
the egg

beg
leg
led

Ned
bed
red

a flag
bag
rag



Fan
an
can

fun
run
gun

girl
go
gun

get
let
met

dog
dig
dug

hat
had
ham

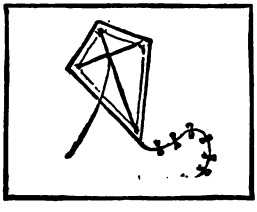
his
hit
hill

hid
hod
has

See the egg. See the flag.
See the girl.

ink	sink	pin
is	pink	tin
in	mink	win

Jam	Sam	sad
Jack	am	bad
Jill	ham	had

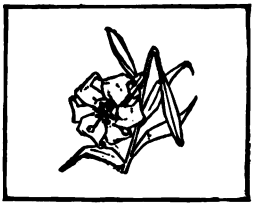


Do you see the kite?
Can you spell kite?

Tick Tock
Says the clock

Jack sock
back lock

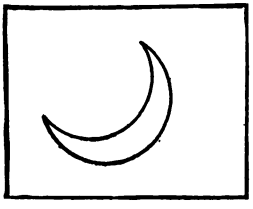
This is Jack. He can fly a kite.
Jack can make a kite. Can you?



the lily	lad	lip
let	led	lap
lot	lid	lump

Jill — hill — bill — kill — will

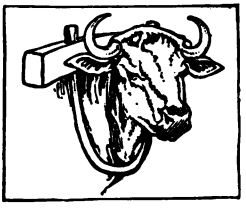
See the moon.
man
mug



mat	mad
mop	mud
men	mill

nest	Ned	pin
nut	Nat	pan
not	Nell	pen

an ox
a fox
the box



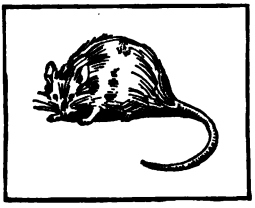
lot	top
not	stop
got	drop
hot	crop

Nell has a red box.

pig	pup	pill
pen	pan	pen
pin	pod	pat

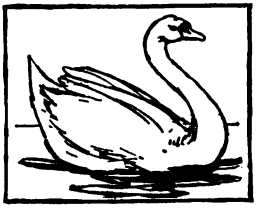
See the queen.

quick
quill



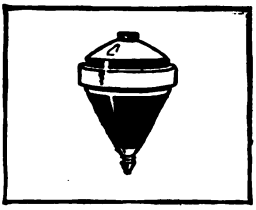
rat	run	rob
ran	rip	rust
rap	red	rod

The swan can swim.
Swim, Swan.

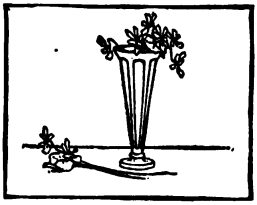


so	see
sit	sun
sat	sat

I have a pet cat.
Dan has a red ball.



Tom
top
tap



vase
vex
five

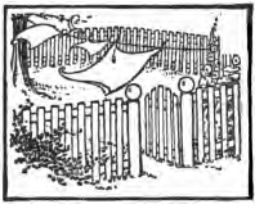
up
cup
us

nut
cut
tub

Baby wants to get up.

wing
win
will

fox
ox
box



yard
yell
yes

zebra
buzz
dizzy

Ann	Tom	Fred	Jill
Bess	Dick	Don	Nell
Fan	Jack	Ned	Nat
Lily	Meg	Ben	Rob
Nan	Frank	Dan	Bell

See the boys and girls.

Can you see Ben and Bell?

Do you see Ann and Nan?

am jam	at hat	an man	it bit	is of
as has	lip ship	and hand	try dry	my by
now how	dog log	ox fox	up cup	go no
all ball	bed red	see tree	his her	we me
in pin	run fun	let get	be the	he she
ten then	big pig	not dot	you your	on to
bell fell	nest best	look book	this that	do did
will still	him them	for with	had have	was are

(church) ch

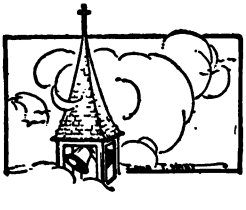
chop
chip
chin

shell sh

ship
shop
shut

Dick is my chum.
We must pick up the chips.

I shall see the ship.
Do see the big fish.



ng

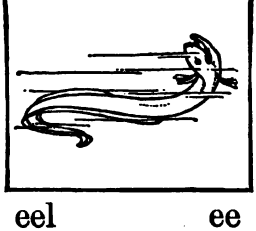
ring
sing
wing
thing

owl ow

now
how
down

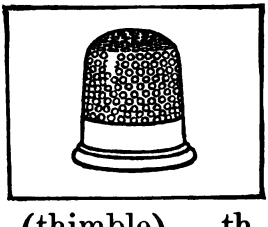
Ding dong bell.
Ann has a ring.

Jill ran down the hill.
Jack went to town.



eel ee

eel
feel
deep
keep

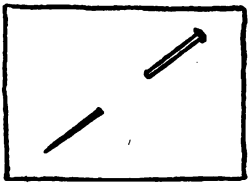


(thimble) th

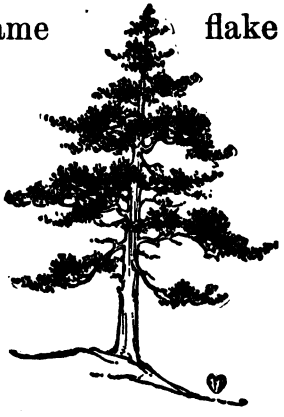
thin
thick
thank

can
cāne

can	cap	mad	Sam
cane	cape	made	same
ab	ad	at	ap
abe	ade	ate	ape
babe	fade	gate	tape
late	rate	lame	lake
slate	grate	blame	flake



pin
pine

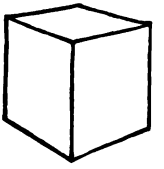


shin	hid	fin		
shine	hide	fine	rip	ripe

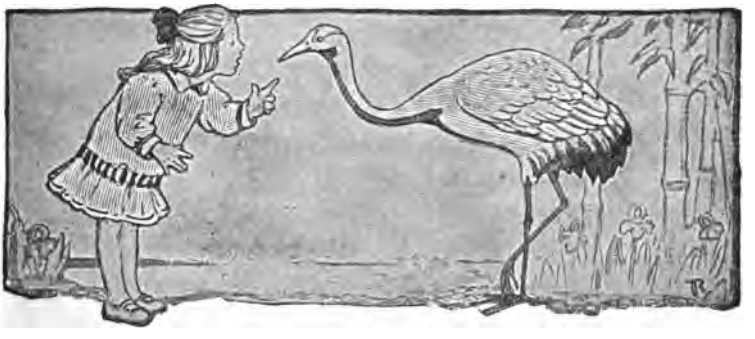
It is a fine day.

How the sun shines!

cub
cube



not	pet	tub	hop	rod
note	Pete	tube	hope	rode



My dame had a lame, tame crane.
My dame had a crane that was lame.

dame	crane	lame	same
game	lane	blame	name
games	Jane	flame	came

---

mate	plate	blade	fade	flame
grate	slate	shade	grade	shame

book
cook
look
took
brook

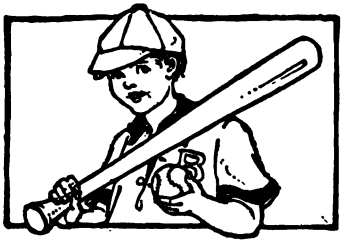
spoon
noon
cool
spool
school

May has a cook book.
Let me look at the book.

May say
day stay
pay way
lay away
gay gray

Let us play on the hay.
It is a good day to play.

have is him this his seen
had are them that her seem



boy oil
oy oi
toy boil

Fill the can with oil.
Do not get the oil on your dress.
You will spoil it.

boy	toy	oil	fool	coon	cow
boys	toys	boil	cool	noon	how

whip
wheel

when
what

Which book is yours?
What is your name?
Why are you crying?

out	tree	dish	soon	pick
pout	trees	wish	room	sick
about	three	fish	broom	stick

A E I O U

We love to sing together.
We can sing these words to a tune.

Pan — ran — fan — tan — man
Ben — ten — hen — pen — men
Run — sun — fun — gun — bun
Lap — rap — sap — tap — nap
Ned — fed — led — red — bed
Pin — bin — tin — fin — din
Cot — dot — got — not — lot
Bid — lid — kid — did — hid
Tick — sick — rick — stick — wick

a	e	i	o	u
and	let	hid	hop	tub
late	deep	hide	hope	tube

rain
pain
gain
chain

hail
pail
nail
fail

Rain, rain, go away,
We Three want to play.

laid	rail	pain	hard	three
paid	nail	paint	lard	tree

goat		goats	oat	oats
load	coal	oak	cloak	float
road	soap	soak	croak	floats

Dan has a goat.
His goat can draw a cart.
Dan sits in the cart.
His goat will eat oats.

caw	saw	law
claw	draw	straw
awl	draw	hawk
bawl	drawer	claw
crawl	drawn	claws

---

go	see	fish	sit
going	seeing	fishing	sat
do	farm	wish	set
doing	farming	wishing	cut

---

are	over	one	do	if
any	ever	once	does	was
also	never	only	don't	its
about	under	other	done	glad

---

don't	can't	didn't	wasn't
do not	can not	did not	was not

car	her	fir	word	curl
star	fern	sir	work	hurt

red	Can you say R?	rose
rap	Roll the sound.	race
rod	Speak it plainly.	rest

word	worth	world
girl	sir	bird

Dogs say R when they growl.

er — ir — or — ur

her	term	dirt	burn	shirt
hers	firm	skirt	burns	spurt

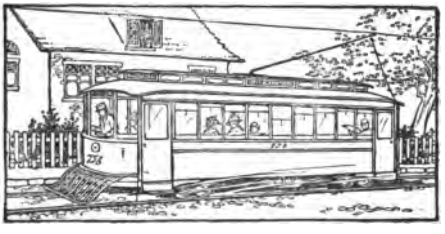
card	start	long	block
carpet	smart	belong	unlock
work	farm	burn	cart
worker	farmer	burner	carter

light night

sight right fight
tight might fright

Star light, Star bright,
First star I see to-night.
I wish I may, I wish I might
Have the wish I wish to-night.

car
bar
star



bark far
hark farm
mark arm

Hark! Here comes a car!
Yes. It is not far off.
You have no cars on the farm.
Swing your arm to stop the car.

A dillar, a dollar,
A ten o'clock scholar,
What makes you come so soon?
You used to come at ten o'clock,
But now you come at noon.

---

one o'clock	five o'clock	nine
two o'clock	six o'clock	ten
three o'clock	seven o'clock	eleven
four o'clock	eight o'clock	twelve

---

what	go	our	says
when	going	ours	said
why	gone	their	these

---

which	come	you	those
who	comes	your	here
whose	coming	yours	there

---

little	new	give	put
child	door	live	some

ab	ack	ad	ag	am
dab	rack	had	rag	ram
crab	crack	shad	crag	cram

---

an	and	ap	ash	ang
ran	land	lap	rash	rang
bran	band	clap	crash	sprang

---

atch	eck	ed	ell	em
latch	peck	led	well	hem
scratch	speck	bled	shell	them

---

en	et	ib	ick	ill
hen	set	rib	sick	will
when	fret	crib	brick	swill

---

ing	ish	ock	ot	ush
ring	wish	lock	lot	rush
bring	swish	block	blot	crush

GRADE THREE

Here are the vowels, a, e, i, o, u.

Every word has a vowel. Find the vowels in these words. Then spell the words.

camp	gave	last	along	delay
cent	hear	eye	press	these
find	live	kind	inside	until
over	love	both	enjoy	those
under	sure	true	club	use

In these words every letter is sounded.

lad	can	sand	lamp	pans
lap	pet	send	tent	pens
in	pig	wind	pink	pins
into	not	pond	lost	tops
bar	cub	hunt	sunk	guns
barn	fly	spry	deny	yard

Give the sound of each letter. Spell each word.

Y and I are twins.

They do not look alike, but they sound alike.

Y is sometimes a vowel.

Baby	Fly	
sil ly	hap py	try ing
jol ly	sun ny	cry ing
pan sy	slow ly	dry ing

Ma ry	thir ty	spry	style
Fan ny	twen ty	de ny	good by
Hen ry	fif ty	fry	nine ty
Kel ly	six ty	re ply	pig sty

cry	try	dry	reply	baby
cries	tries	dries	replies	babies

In these words you will find a vowel that is silent. What does the other vowel say?

save	rule	mile	ice	face
size	June	ride	nice	quite
vote	take	wife	price	white
case	stone	life	more	close
while	slide	wire	place	tire

---

hoe	pie	true	cries	toes	shoe
toe	lie	blue	replies	hoes	shoes

---

hit	slid	for	face
white	slide	four	facing
whiter	slides	forty	race
whitest	sliding	fourth	racing

Hundreds of bees in the purple clover,
But only one mother the wide world over.

Sunday Monday Tuesday Wednesday
Thursday Friday Saturday

Haste makes waste.
A stitch in time saves nine.
Pride goes before a fall.

---

haste	cakes	time	ride
baste	makes	dime	pride
taste	takes	lime	hide
paste	bakes	prime	wide
waste	wakes	slime	slide
be fore	nine	saves	goes
store	wine	paves	toes
snore	swine	waves	hoes
shore	shine	shaves	ne groes
re store	twine	be haves	to ma toes

Pronounce the words that follow.
Find silent *e* in each word.

Ate — ale — bake — bite — blame — blaze — die tie — cane — cake — crane — date — use — late plume — file — fuse — glaze — globes — stoves used — vane — vine — strike — tide — tire

S may sound like Z.

as	sings	these
has	rings	those
was	wings	yours

swans

C may sound like S.

cent	nice	since	lace	ice
cell	mice	face	place	rice

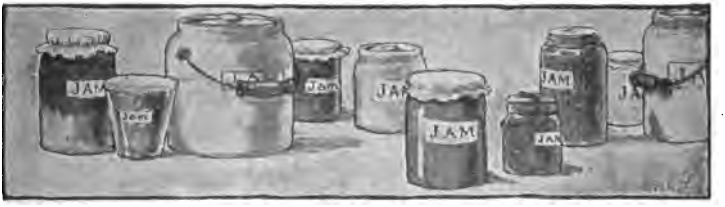
C may sound like K.

cat	cot	cup
camp	cold	club

G may sound like J.

ginger	giant	gill	stingy

page	age	edge	ledge	dodge
rage	stage	hedge	bridge	judge



George	engine	Grace	goodness

fox	zebra
vex	ze ro
fix	zinc
Max	la zy

box	box es	size	sizes
fox	fox es	prize	prizes
ax	ax es	buzz	buzzes
mix	mix es	freeze	freezes
fix	fix es	dose	freez ing
wax	wax es	doz ing	zig zag

The letter *x* sounds like *ks*, or *cks*. Look sharply at words having the sound of *x*. Many of them are written with *cks*. Look hard at these words, and listen as you sound and spell each one.

sock	tack	sixty	mix
socks	tacks	sixth	picks
brick	hacks	next	box
bricks	checks	vexed	clocks

war	field	though	half
warm	chief	through	whole

be	free	eel	eat
he	tree	sheet	heat
me	three	sleep	meat
we	glee	sheep	bleat
she	see	sweep	cheat
the	sees	breed	repeat

(e)	(ee)	(ee)	(ea)
these	meet	green	sea
he ro	sweet	seen	seas
Ne ro	greet	cheek	pea
Pe ter	queen	creep	peas
E dith	queer	teeth	flea

---

me ter	sneeze	in deed	scream
e ven	wheeze	creep ing	ea ger
eve ning	squeeze	week ly	near ly

"Silent *e*" is hiding in nearly every word on this page. Find him.

---

late	wake	hoe	try
late ly	wak ing	hoes	tried
grate	craze	rode	cry
flakes	cra zy	rope	cried
prize	tie	line	shy
prized	ty ing	time	shied
loose	lie	smile	de ny
loose ly	ly ing	slate	de nied

---

sides	link	ride	lame
be sides	blink	bride	blame

Lake — lame — lime — lively — fine — refined kind — lined — time — lately — lane — lie — me able — cable — fable — bundle — noble — apple

---

po lite in vite re late pro mote

---

blue true due shoes

ẽr	ĩr	õr	ûr
Bert	first	world	burr
perch	third	worth	churn
ferns	dirty	fa vor	turf
gath er	thir ty	words	nurse
louder	thirst y	worst	purse
hard er	thirst	worse	burst

Tan ner	shirt	ûr	surf
Bar ber	chirp	turn	sur ly
Car ter	whirl	burn	curds
ar	stir	churn	curve
cards	stirred	re turn	cur dle
scar let	stir ring	pur ple	bur lap

---

north	horse	cord	horn
storm	short	corn	hor net

---

father	mother	daughter	son
sister	brother	husband	wife

Aa	Ee	Ii	Oo	Uu	Yy
cāne	mēte	pīne	nōte	cūbe	flȳ
far	eel	pig	over	cut	by
are	end	kid	own	fun	try
fall	elk	ride	Otto	fur	ply
that	eggs	find	soft	use	dry
cart	shed	sift	slope	hue	shy
wall	bead	pie	bowl	furl	sty
camp	step	tied	point	must	why
chain	feet	bird	pout	muse	thy
staid	else	dine	toys	mule	wry
clay	keep	risk	goats	tube	icy
harm	even	mist	toes	suds	ivy
pray	meat	bride	short	burst	lazy
căn	mĕt	pĭn	nŏt	cŭb	babў

ou	ear	ou	ou
found	dear	out	our
around	year	about	sour
pound	fear	shout	pout

---

ind (ī)	ou	ould	er (ĕ)
kind	mouth	would	letter
mind	south	could	better
find	spout	should	matter

---

o (ŏ)	old (ō)	old (ō)	er (ĕ)
lost	cold	bold	other
cost	sold	fold	mother
frost	scold	hold	brother

---

ea (ĕ)	ess (ĕ)	ess (ĕ)	air
head	less	press	pair
dead	dress	express	fair
bread	unless	mess	chair
ready	undress	confess	stairs

queen	(qu = kw)	queer
quick	squint	quaint
quicker	squire	quail
quickly	square	quake
quicken	squirm	Quak er

---

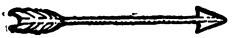
squeeze	squall	squab	inquire
squash	squaw	squad	require

---

grand	just	camp	alone
stand	crust	stamp	above

---

bow low

arrow  flow

---

show	grow	throw	blown
crow	grown	thrown	blow

The wind blows east, the wind blows west,
But the home nest is best.

---

question	quarrel	quart	quarter

rest	nod	fail	ship
rest ed	nod ded	failed	shipped
resting	nodding	failing	shipping
hunt	trot	sail	slip
hunt ed	trot ted	sailed	slipped
count	bud	rain	rap
count ed	bud ded	rained	rapped
need	plod	stain	slap
need ed	plod ded	stained	slapped
fold	rag	fill	shop
folded	rag ged	filled	shopped
seat	rug	miss	cram
seated	rug ged	missed	crammed
shout	shut	fuss	slam
shouted	shutter	fussed	slammed
shouting	shutting	fussing	slamming

Keep your face with sunshine lit,
Laugh a little bit!
Gloomy shadows oft will flit
If you have the wit and grit
Just to laugh a little bit!

face	laugh	gloom	bit
fac ing	laughed	gloom y	bit ter
race	laugh ing	bloom	flit
rac ing	laugh ter	bloom ing	flit ted

laugh	tough	rough	enough
gh = f			gh = f

ea	ee	dge	self
leave	need	judge	myself
least	indeed	bridge	herself
please	between	dodge	itself

---

went	rather	er	self
cent	father	cover	yourself
enter	cause	wonder	himself
center	because	recover	themselves

---

most	er	ought	able
almost	enter	bought	unable
post	center	thought	table
toast	butter	brought	stable

---

ou	ō	âre	au
house	more	care	aunt
mouse	store	share	laugh
blouse	story	stare	laundry

riv er	com ing	noth ing
pap er	hav ing	doz en
let ter	lov ing	moth er
sis ter	giv ing	oth er

---

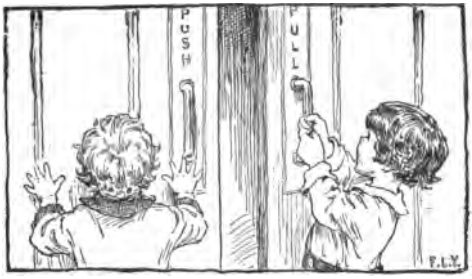
of fer	teach	read
suf fer	teach er	read er
mat ter	steam	lead
bat ter	steam er	lead er

---

be hind	be gin	re port
be fore	be gan	re turn
be come	be gun	re main
be came	be side	re late

---

cord	corn	short
bor der	thorn y	short est
storm y	morn ing	storm ing
order	corner	shorter

push		pull
bush		full
puss		fully
pussy		put

joy ful	use ful	thankful
arm ful	hope ful	grateful
spoon ful	pain ful	graceful

---

pul pit	pud ding	butch er

---

bashful	thought	wood
trustful	thought ful	book
tactful	thought ful ly	look

Joy ful means full of joy.

Hope ful means full of hope.

My arm is full of wood. An armful of wood.

---

ought	bought	thought
could	would	should

WORD BUILDING

ish	eep	aint
fish	sleep	paint
fish es	sleeps	paints
fish er	sleep er	paint er
fish ing	sleep ing	paint ing
ist	ink	art
twist	think	start
twists	thinks	starts
twist er	think er	start er
twist ed	think ing	start ing
ust	urt	urn
thrust	hurt	burn
thrusts	hurts	burns
thrust ing	hurt ing	burn ing
ound	ump	irt
pound	jump	squirt
pounds	jumps	squirts
pound ed	jump ers	squirt ed
pound ing	jump ing	squirt ing

How fast you run, little ant!

ant	ask	bath	craft
grant	task	path	graft
plant	mask	path way	after

---

fast	last	mast	pass
fasten	lasted	masts	glass
faster	lasting	master	class

---

dance	grasp	rath er
dancer	grasped	foot path

---

ugly	fuel	urn	ruin
uncle	pure	urge	cruel
under	useless	turtle	ruler
umpire	re fuse	tur key	rude

Letters that keep still and say nothing, like the Tar Baby. (Silent letters.)

not	sing	ham	barn
*k*not	sī*g*n	lam*b*	ba*l*m
nor	see	time	sung
*g*na*w*	*k*nee	clim*b*	young
ring	new	get	cart
*w*ring	*k*new	g*u*ess	ca*l*m
hung	lit	no	rap
tong*ue*	*k*nit	*k*no*w*	*w*rap
hum	ta*l*k	by	him
dum*b*	cha*l*k	b*u*y	lim*b*
long	hide	gum	bog
*w*rong	g*u*ide	thum*b*	rog*ue*
*k*nead	out	let	wife
*k*nock	dou*b*t	de*b*t	*k*nife

truly	heard	some thing	bought
early	learn	any thing	thought

"Caw, caw!" called the crow,
"Spring has come again, I know.
Just so sure as I am born
There's the farmer planting corn!"

---

caw	cawing	claw	corn
paw	pawing	clawing	born
law	lawyer	thaw	thorn
saw	sawing	thawing	morn
draw	drawing	gnawing	morning

Wall — water — lawn — drawn — haul — Paul
always — morning — drawing — thorny — straws

August **because** **taught** **caught**

WORDS ENDING IN *y* OR IN *ies*

ba by	pen ny	po ny	la dy
ba bies	pen nies	po nies	la dies
babies	pennies	ponies	ladies

car ry	ber ry	fer ry	hur ry
car ries	ber ries	fer ries	hur ries
carries	berries	ferries	hurries

fairy	story	poppy	dolly
fairies	stories	poppies	dollies

fly	cry	dry	shy
flies	cries	dries	shies

de ny	re ply	ap ply	sup ply
de nies	re plies	ap plies	sup plies
de nied	re plied	ap plied	sup plied

tur key	**mon key**	**don key**	**key**
tur keys	**mon keys**	**don keys**	**keys**

a sleep

a wake

Fast asleep!

sleep	wake	long	way
a sleep	a wake	a long	a way
asleep	awake	along	away
go	cross	fire	drift
a go	a cross	a fire	a drift
ago	across	afire	adrift

Ida	sofa	or gan	re al
Anna	Cora	In dian	re al ly
Martha	Emma	another	ras cal

Christmas **Santa Claus**

a gain	**a mong**	**a bove**	**another**

DRILL TABLE

(Words from the Ayres List)[1]

free	walk	sour	north
three	talk	hour	south
beat	stalk	nerve	east
week	chalk	serve	west
sea	new	help	give
season	news	left	gave
each	bear	felt	they
reach	wear	self	than
too	build	guess	young
soon	built	guest	suit
buy	heart	watch	often
both	hearty	water	office
again	ready	board	write
above	instead	aboard	wrote
another	death	lose	whose
among	meant	prove	whom

[1] Use from time to time, through the year, and in final drill or spelling matches.

belong	appear	within	April
because	account	without	July
refuse	assist	ever	August
repair	attend	however	June

sorry	report	order	lists
carry	omit	forty	visit
second	address	person	inside
sudden	express	reason	provide

event	maybe	duty	whether
intent	always	city	weather
finish	army	proper	feather
wishes	navy	dealer	leather

to-day	picture	November	people
to-night	capture	December	country
afternoon	figure	January	understand
yesterday	pleasant	February	beginning

Three Sounds of *a, e, i, o, u,* and *y*

ă ăpple — căn — sad — cabin — ran — sham
ā cāne — blame — shade — late — bake — ate
ä stär — card — army — cargo — start — tar
ĕ ĕgg — mĕt — spend — check — let — vex
ē mēte — Eva — Pete — eve — Edith — she
ẽ hẽr — fern — offer — butter — shepherd
ĭ ĭnk — pĭn — slip — chick — wink — visit
ī pīne — stripe — bride — file — wild — I
ĩ bĩrd — stir — chirp — shirt — fir — sir
ŏ ŏrange — nŏt — hod — shot — oxen — Olive
ō nōte — chosé — over — sober — froze — so
õ wõrk — words — worm — worthy — worse
ŭ cŭb — up — rush — smut — dull
ū cūbe — mute — muse — fuse — cure — music
û cûrl — burn — hurt — fur — further — cur
ў babў — happy — sunny — ivy — rosy — lazy
ȳ flȳ — cry — try — deny — drying — my

Sometimes *ỹr* sounds like *ĩr*. mỹrtle

Name and spell other words having these vowel sounds.

GRADES FOUR AND FIVE

A TALK TO PUPILS

"WHY SHOULD I LEARN TO SPELL?"

"Because you wish to write. One may be able to read without spelling, but one cannot write without spelling. The simplest letter to your friend calls for written words. If you write, you must spell; if you cannot spell, your letter shows it, and makes you ashamed.

You can teach yourself to spell, if you will remember three things:

(1) **To look sharply at the printed word so that you will remember its form.**

(2) **To listen intently to the spoken word so that you will remember its sound.**

(3) **To learn all the sounds of all the letters so that you will know at once how to pronounce any new word that you meet in your reading.**

Be your own teacher. Some day you will be glad that you know how to spell."

HOW TO STUDY YOUR LESSON

Look carefully at each word of the lesson.

Pronounce the word to yourself.

Use the word in a sentence to show its meaning.

Think each sound of the word in order.

Think each letter of the word in order.

If the word has more than one syllable, separate it into syllables.

If the word is hard to spell, try to find out what is hard in it.

Notice the silent letters, if it contains any.

See if you can write the word from memory without looking at it again.

Think of other words that rhyme with it. Are they all spelled like it?

After you have studied every word of the lesson, pronounce the entire lesson slowly and clearly. Decide which words are the hardest. Study these words again earnestly.

After you have learned the new lesson, read over the last four lessons to keep the words in mind.

If any word in the lesson is new to you, try to use it in talking. Then it becomes your own; it belongs to you, and will help you in expressing your thoughts.

Teach yourself to spell.

GRADE FOUR

1. The world 's a very happy place
Where every child should dance and sing
And always have a smiling face
And never sulk at anything.

2.

buy	**busy**	**build**	**built**
by	burn	bush	bushes
carry	party	farm	care
carries	parties	farmer	careless

---

3. *Sound these words; then spell them and use in sentences:*

Cake — came — make — made — change — name
page — take — sale — save — same — wave — face

---

4. *Pronounce each word, spell, and name a rhyme for it:*

Bite — black — bunch — bill — bone — borrow
bow — best — block — band — bank — barn — ball

any **many** **much** **money**

Long *a*, followed by silent *e*, as in **cāne** (ā)

ate	date	brace	brave
came	plate	place	shame

1. I **made** a muslin dress for sister Mary.
Ann is a dear little **maid**, only six years old.
Jack paid his own **fare** on the railroad train.
We shall have **fair** weather to-morrow.

2.

very	**every**	**easy**	**early**
navy	ever	eagle	learn
vest	everybody	easily	pearl
velvet	everything	easier	pearly

---

3. *Pronounce, spell, and use in sentences:*

Buy — busy — build — built — any — many
much — money — very — every — easy — early

---

4. **here** **three** **where** **since**

Short *a*, as in "căn" (ă)

Add — catch — dash — have — happy — lad
lap — scratch — glad — gladly — mad — madly

---

căn	**cāne**	**lad**	**lade**
mat	māte	rat	rate
mad	māde	rag	rage

1. The wind one morning sprang up from sleep,
Saying "Now for a frolic! Now for a leap!
Now for a madcap, galloping chase!
I will make a commotion in every place!"

2.

break	**great**	**does**	**some**
breaks	greatly	done	come
broke	greater	do	gone
broken	greatest	doing	going

---

3. *Pronounce, spell, and use in sentences:*

Very — every — easy — early — here — there where — since — break — great — does — done

---

4. **hear** **heard** **useful** **used**

Short *e*, as in "mĕt" (ĕ)

Best — egg — end — led — less — left — get next — seven — send — spend — spent — steps

---

Long *e*, as in mēte (ē) *ee* = ē

mēte	eve	**eel**	keep
Pete	even	feet	steel

1 Children like to run with **bare** feet.
The black **bear** lives in the woods.
Jack had two pears, but he **ate** one.
There are **eight** quarts in a peck.

2.	**which**	**wheel**	**whose**	**whole**
	when	why	who	whom
	this	free	that	pole
	these	freeze	those	stole

---

3. *Spell; then name two rhymes for each word:*

Beet — blind — bring — clock — cold — drink ditch — heel — fish — fix — game — gave — gate

---

4.	**write**	**wrote**	**written**	**lesson**
	wrote	wrap	wreck	less
	wring	wrong	wrung	class
	funny	sunny	creep	cross

Short *i*, as in **pĭn** (ĭ)

with	window	visit	spring
within	winter	slipper	stitch

LITTLE BROWN HANDS

1. They drive home the cows from the pasture,
Up through the long shady lane,
Where the quail whistles loud in the wheat fields,
That are yellow with ripening grain.

---

2. **blue**	**shoe**	**know**	**knew**
blues	shod	known	few
bluefish	shoes	knock	grew
bluebird	shoemaker	knocked	stew

---

3. *Pronounce, spell, and find a rhyme for:*

Five — fine — life — like — ice — hide — hire
price — line — nice — strike — time — slide

---

4. **because**	**believe**	**between**	**beginning**
cause	belief	deep	begin
causes	relieve	teeth	began
caused	relief	sleeve	begun

Long *i*, as in **pīne** (ī)

drive	dime	find	wild
shine	like	bind	child

1. Here is a letter from your **dear** mother.
The wild **deer** drink from the brook.
The house stands under the trees **by** the road.
Please **buy** my pretty wild flowers!

2.

could	**would**	**should**	**ought**
Mr.	Mrs.	Miss	Madam
one	three	five	seven
two	four	six	eight

---

3. *Pronounce, spell, and use in sentences:*

Blue—shoe—know—knew—because—believe
hear — heard — useful — used — beginning

4.

quart	**quarter**	**quarrel**	**question**
queen	queer	quire	quail
quick	quite	quack	quill
quickly	quench	quince	quilt

Long *o*, as in nōte (ō)

home	most	over	old
hole	roses	open	sold

1. *Learn by heart, and write from memory:*

Summer is coming, summer is coming;
I know it, I know it, I know it.
Light again, leaf again, life again, love again!
Yes, my wild little poet.

2.

collar	**sugar**	**forty**	**other**
cottage	sure	for	another
chop	shot	four	mother
chopped	shock	fourth	brother

---

3. *Pronounce, spell, and use in sentences:*

Away—bean—game—cent—close—rope—old
sold — stove — gone — hold — job — last — late

4.

five	**fifteen**	**three**	**thirteen**
drive	fifty	throw	third
strive	gift	throat	thirty
alive	lifted	thrust	thirdly

Short *o*, as in **nŏt** (ŏ)

stop	**rock**	**clock**	**rob**
copper	dollar	blotted	shop

1. **Be** kind, be loving, be thoughtful.
Jane is as busy as a **bee.**
Put the box here and the book **there.**
Dan and Joe gave **their** sled to me.

---

2. **they**	**their**	**half**	**having**
whey	there	calf	have
then	these	give	given
than	those	drive	driven

---

3. *Pronounce, spell, and use in sentences:*

Bridge — dish — dust — kept — fell — happen
felt — fill — fix — hand — next — kill — kiss

---

4. **though**	**through**	**thought**	**ought**
dough	threw	bought	fought
flow	grew	brought	sought
show	crew	wrought	aught

Short *u*, as in **cŭb** (ŭ)

dust	such	lunch	under
must	much	struck	tumble

REVIEW AND DRILL

Spell, and use in sentences, the words of each lesson.

1. Since — easy — where — there — very — useful here — every — busy — much — built — buy — any many — build — early — money — said — because

---

2. Write — heard — sum — used — they — lesson break — does — hear — done — which — written whose — whole — wheel — between — beginning

---

3.

ought	forty	five	quart
could	wrote	fifteen	quarter
would	sugar	three	quarrel
should	sure	thirteen	question

---

4. Blue — believe — great — know — knew — shoe — there — their — collar — though — thoughts through — half — they — having — others — some

---

5. *Name, spell, and use in sentences words containing the following phonograms:*

At — ate — ed — eed — ot — ote — in — ine us — up — ag — ob — ig — ace — age — ole — ite

1. Can you **break** this stick of candy?
A **brake** is used by the brakeman to stop the car.
A thousand is a **great** number.
Does every stove have a **grate**?

---

2. **just**	**once**	**often**	**week**
must	one	soft	weed
crust	forty-one	lot	fleet
trust	fifty-one	lost	fleece

---

3. *Spell, and use in sentences:*

Half — thought — through — though — their having—giving—thirty—thirteen—collar—sugar

---

4. **come** (o = ŭ)	**coming** (o = ŭ)	**cover** (o = ŭ)	**dozen** (o = ŭ)
comes	love	discover	done
some	loving	uncover	none

Long *u*, as in cūbe (ū)

muse	mule	use	pure
amuse	mute	useful	impure

1. *Learn by heart, and write from memory:*

BEAUTIFUL HANDS

Beautiful hands are those that do
Work that is earnest and brave and true,
Moment by moment, the long day through.

---

2. **weigh**	**weight**	**neighbor**	**obey**
weighs	eight	neigh	they
weighed	eighty	neighs	prey
sleigh	eighteen	neighed	whey

---

3. *Pronounce each word and name a rhyme for it:*

Arm — bit — club — hold — kind — glad — freeze
green — mind — job — keep — old — lack — late

---

4. **second**	**square**	**sentence**	**speak**
seconds	squall	sent	spool
secret	squeeze	ten	spread
scarlet	squint	sentences	spring

Y often takes the place of *ī* or of *ĭ*.

ȳ = ī **flȳ** — why — spry — reply — deny — try — cry
y̆ = ĭ **baby̆** — happy — cozy — rosy — thirsty — any

1. Come to me, Baby. Here are two apples for you, and some candy too.

Peter has cut his heel with broken glass. Will the cut heal?

2.				
heavy	**hungry**	**honey**	**journey**
head	angry	donkey	turkey
ready	strong	money	valley
meadow	strength	monkey	volley

---

3. *Spell, and use in sentences:*

Any — early — easy — by — candy — cloudy fifty — jelly — study — story — spry — occupy

---

4.			
again	**always**	**daily**	**o'clock**
along	alone	dainty	won't
aloft	alive	laid	is n't
ahead	also	brain	does n't

THE VOWELS

ȳ	flȳ							ў	babў		
ă	căn	ĕ	mĕt	ĭ	pĭn	ŏ	nŏt			ŭ	cŭb
ā	cāne	ē	mēte	ī	pīne	ō	nōte			ū	cūbe

1. Boats sail on the rivers,
And ships sail on the seas,
But clouds that sail across the sky
Are prettier far than these.

2.

too	**two**	**to**
too bad	two pens	to-night
too big	two nuts	to-day
too long	two lips	to-morrow

---

3. *Pronounce, spell, and use in sentences:*

Chain — jail — gain — mail — stay — gray — May
dainty — fail — grain — stain — tray — spray

4.

raisin	**prairie**	**tired**	**prepare**
paid	chain	hire	pare
raid	plain	hired	spare
braid	stain	wired	spar

---

ai = ā	**rain**	*ay* = ā	**hay**
laid	sail	day	way
nail	paint	play	stray

1. I **would** not hurt a living thing.
My basket is full of **wood.**
Our country needs brave men.
Sixty minutes make an **hour.**

---

2. **some**	**something**	**somebody**	**none**
o = ŭ	o = ŭ	o = ŭ	o = ŭ
come	love	sometimes	won
done	loving	somewhere	wonder

---

3. *Pronounce, spell, and use in sentences:*

Well — went — west — when — will — wind
wish — wait — way — whip — why — white

---

4. **hour**	**cough**	**juice**	**sorry**
hours	rough	fruit	sorrow
our	plough	suit	morrow
sour	enough	suits	borrow

---

a as in cạw = ạ̈		*a* as in wạll = ạ̈	
straw	law	ball	fall
claws	saw	all	talk

1. Who has seen the wind?
Neither I nor you.
But when the leaves hang trembling
The wind is passing through.

2.

weather	**color**	**answer**	**dollar**
death	labor	over	collar
feather	colors	number	lumber
leather	coloring	quarter	number

---

3. *Spell, and use in sentences:*

Meet — miss — rule — street — ten — tenth
thank — peel — not — pipe — place — rest — rich

4.

niece	**nephew**	**whistle**	**people**
piece	Ralph	handle	maple
thief	phonic	tinkle	dimple
field	phonics	pickle	simple

---

a as in **stär** = ä		ä **stär** ä	
part	farm	hard	are
party	farmer	start	dark

1. Come **here**, Dan, and see my new top.
Can you **hear** it hum as it spins?
Wait for me, Jack, **wait** a minute.
Can you lift this heavy **weight**?

---

2. **size**	**squeeze**	**surprise**	**please**
prize	blaze	rose	ease
puzzle	sneeze	noise	easy
prison	freeze	suppose	cheese

---

3. *Spell, and use in sentences:*

Be — belong — all — begun — car — card — heel
help — fresh — lace — land — salt — park — star

---

4. **Tuesday**	**use**	**lose**	**Wednesday**
s = z	s = z	s = z	s = z

Sods — days — pens — rods — pigs — digs — eggs
drags — crabs — frogs — rags — rugs — sings

---

s (hissing sound)		**swans**	*s* (buzzing sound)	
supper	strong		rose	use
beside	steps		roses	uses

1. Two ears and only one mouth have you;
The reason, I think, is clear.
It teaches, my child, that it will not do
To talk about all you hear.

2.

guard	**gentle**	**giant**	**gallon**
g (hard)	ġ (soft) = j		g (hard)
girl	gem	ginger	give
gave	germ	gill	giving

---

3. *Spell, and use in sentences:*

Cook — stamp — to — seed — seem — wire — hire
letter — need — of — soon — song — too — great

4.

cellar	**circle**	**circus**	**curtain**
ç = s	ç = s and c = k	ç = s and c = k	c = k
cell	city	cannot	copper
cent	center	carry	coffee

---

o͞o as in spo͞on		o͝o as in bo͝ok	
cool	spool	hood	took
noon	smooth	stood	good

REVIEW AND DRILL

Spell, and use in sentences:

1. Dozen — cover — come — coming — just — two week — often — been — square — sentence — once weigh — obey — always — hungry — heavy — some

---

2. Neighbor — second — weight — honey — daily again — always — o'clock — to — to-night — none journey — hour — cough — juice — sorry — lose

---

3.

niece	dollar	raisin	tired
nephew	cellar	prairie	answer
whistle	size	prepare	color
people	squeeze	please	weather

---

4. Wednesday — Tuesday — surprise — somebody something — circus — circle — curtain — plough — speak — guard — gentle — giant — gallon — use

---

5. *Sound these words, pronounce them, and use them in sentences:*

mute	sleigh	claws	won	Ralph	use
pure	they	tall	none	dark	uses
thirsty	stain	talk	sun	party	rags

1. The horse has **four** feet.
Two of them are **fore** feet.
Will you **meet** me at the corner?
Dogs like to eat **meat.**

---

2. **been**	has been	have been	bin
honest	honestly	honor	hour
wheat	heat	please	read
month	glove	color	cover

---

3. *Spell, and find a rhyme for each word:*

Ate — come — clean — kind — grand — heal
main — ride — back — walk — yard — sleep — sing

---

4. **don't**	**can't**	**would n't**	**have n't**
do not	cannot	would not	have not

Write these words in good sentences.
Find in the reading book other contractions.

---

ea as in **bean** = *ee* as in **eel**

meat	meal	feel	seen
wheat	dream	feed	sleeve

1. If all were rain and never sun
No bow could span the hill.
If all were sun and never rain,
There would be no rainbow still.

2.				
	country	count	read	(said)
	chestnut	chest	bread	dread
	different	differ	lead	spread
	difference	suffer	ready	steady

---

3. *Use the words in sentences; find a rhyme for each word:*

Least — please — peach — bean — beet — each
east — eat — leave — heal — near — bead — tea

4.	**meant**	**minute**	**laugh**	**guess**
	ea = ĕ	*u* = ĭ	*au* = ä	g(u)
	head	minutes	aunt	guard
	bread	moments	laughed	guest

---

ea as in **head** = ĕ		*ea* as in **bean** = ē	
spread	death	plead	pleased
thread	breath	beach	release

1. Here are **some** grapes for you, Mary.
Four is the **sum** of three and one.
The cover of my book is **red.**
I have **read** ten pages already.

2.	**shovel**	shove	birch	jerk
	swallow	small	churn	first
	women	woman	world	worth
	thousand	hundred	herds	purse

---

3. *Try a spelling match with these words:*

Sir — nurse — turn — better — paper — under world — burst — stir — hurt — worst — word

---

4.	**know**	knot	knit	knocked
	empty	even	each	edge
	prize	cozy	doze	size
	raise	raises	raisin	praise

ĕr	ĭr	ŏr	ŭr
hĕr	**gĭrl**	**wŏrm**	**cŭrl**
fern	bird	work	burn

1. Lady Moon, Lady Moon, where are you roving?
"Over the sea."
Lady Moon, Lady Moon, whom are you loving?
"All that love me."

2.

does	call	walk	**boat**
done	called	walked	**road**
there	tall	talk	**roam**
where	taller	talked	**toast**

---

3. *Spell, and use in sentences:*

Take — sir — team — tell — thick — rich — reach
thunder — time — tire — such — pink — pole — side

4.

says	birds	look	myself
said	church	looks	himself
any	first	looked	herself
many	third	looking	itself

---

oa as in **goat** = ō

coat	load
coast	loaf

oe as in **toe** = ō

goes	foes
toes	potatoes

1. Jack Smith is the **son** of Mr. John Smith.
Every one is glad when the **sun** shines.
There are **no** clouds in the sky.
I **know** that you will enjoy the picnic.

2.

which	steam	teach	north
wheel	steamer	teacher	northern
whole	farm	paint	storm
whose	farmer	painter	storms

---

3. *Pronounce the list clearly, then use each word in a sentence:*

Told — wise — stole — stitch — shore — stand
thing — think — roof — lean — room — school

4.

sail	army	armies	cry
sailed	baby	babies	cries
sale	pony	ponies	try
sold	story	stories	tries

---

o as in **côrn** = ô ô(r)

for	horse
form	north

o as in **do͝** = o͝

to	who
move	whose

1. If wisdom's ways you wisely seek,
Five things observe with care:
To whom you speak, of whom you speak,
And how, and when, and where.

2.

lose	far	any	dark
loose	farm	anyway	darken
since	farmer	anything	darker
seems	farmers	anybody	darkest

---

3. *Spell, and use in written sentences:*

Fight — light — night — might — sight — tight
bright — fright — right — slight — blight

4.

Monday	begin	mother	Friday
Tuesday	began	father	Saturday
Wednesday	begun	sister	Sunday
Thursday	behind	brother	holiday

---

u as in **June** = o͞o u̇ *u* as in **push** = o͝o u̇

prune	sure	bush	put
rude	cruel	full	pull

1. I **knew** that the rain was coming.
Mary is wearing a **new** dress to-day.
Ships **sail** on the ocean.
That old brown house is for **sale.**

---

2. **acre**	share	pare	you
avenue	shared	pared	your
August	scare	dare	young
afternoon	scared	dared	yellow

---

3. *Spell, and use in sentences:*

Out — pout — ground — bound — bough — south
cloudy — found — hour — flour — house — thousand

---

4. **September**	who	three	pillow
October	what	threw	billow
November	which	thread	fellow
December	when	throw	follow

---

a as in **câre** = â		*air* = âre	**chair**
bare	ware	fare	fair
stare	snare	hare	hair

1. This is the way the morning dawns:
Rosy tints on flowers and trees,
Winds that wake the birds and bees,
Dewdrops on the fields and lawns.

---

2. **secret**	stop	stiff	show
single	stopped	whiff	shown
servant	strap	still	throw
summer	strapped	spill	thrown

---

3. *Spell and name other words having the same initial sound :*

Add — arm — beans — cough — child — dove
ever — few — foot — down — eat — king — high

---

4. **oyster**	die	lie	letter
powder	died	lied	better
remember	tie	lies	scatter
officer	tied	ties	chatter

---

ou as in **out** = *ow* as in **owl**

our	hound	town	how
hour	sound	crowd	now

RAPID REVIEW AND DRILL

Use in spelling matches:

1. Been — wheat — honest — month — laugh
any—guess—February—women—know—empty
sir—Monday—Tuesday—Wednesday—Thursday

---

2. Prize—there—where—many—which—wheel
whole — whose — easy — early — very — every
lose — loose — since — seems — acre — avenue

---

3. don't	swallow	does	servant
can't	chestnut	done	minute
is n't	shovel	says	country
have n't	thousand	said	different

---

4. August—afternoon—summer—meant—sail
secret — single — oyster — powder — officers —
remember — raise — sale — sold — sailed — shoe

---

5. *Use these phonograms in as many words as you can:*

Eat—eal—eam—eed—eel—ead (= ĕd)—ẽr
ĩr—õr—ûr—oat—oad—oaf—oe—ôr—ôrn—u̧ll
âre—air—out—ound—own—ow—owl—usk

1. Lift your hat and **bow** to the lady.
The nest is on the **bough** of the tree.
He **led** the horse to the blacksmith.
The bullets were made of **lead.**

2.

action	blow	snow	air
notion	blowing	snowing	stairs
motion	flow	throw	chairs
station	flowing	throwing	pair

---

3. *Sound and spell each word, then use it in sentences:*

Glue — blue — love — glove — inside — invite
dying — lying — ferry — berry — float — oak

4.

eye	party	study	pudding
eyes	parties	studies	running
parlor	story	penny	stunning
package	stories	pennies	stirring

---

a as in fȧst = ȧ

last	ask	after	class
past	task	passed	glass

1. If you 're told to do a thing, **you 're**
And mean to do it really; **we 're**
Never let it be by halves; **they 're**
Do it fully, freely! **they 've**

---

2. **Chicago** tower power build
distance towers powers built
diamond flower shower builds
Christmas flowers showers building

---

3. chief door cry try
field floor cried tried
fields more cries tries

Make six other lists like "cry," "cried," "cries."

---

4. **common** noon dress excite
complete forenoon dressed expect
counter night toss extra
cigars midnight tossed except

---

oy as in **oyster** = *oi* as in **oil**

boy destroy boil voice
annoy employ point choice

1. I heard your step on the **stair.**
You must not **stare** at the lady.
Mabel ran **through** the gate.
Jack **threw** the ball over the fence.

---

2. **dozen**	double	other	another
destroy	deny	desert	delay
divide	divided	digest	dislike
division	describe	display	discover

---

3. *Pronounce clearly and use in sentences:*

When — whenever — trunk — track — **stick**
sir — soft — loft — saying — staying — sing — **bring**

---

4. **machine**	ravine	captain	certain
making	taking	mistake	mistaking
figure	finger	capture	rapture
police	fleece	niece	piece

ȧ (obscure) as in **ȧsleep**

above	alone	away	ahead
across	along	around	agree

1. All things bright and beautiful,
All creatures great and small,
All things wise and wonderful,
The Lord God made them all.

2.

eleven	both	table	there
engine	bottom	cradle	where
enjoy	flood	ladle	absent
equals	blood	Bible	present

---

3. *Sound, pronounce, spell, and use in sentences:*

Smoke—snow—soap—spoke—spoken—spoon
steep — close — dose — branch — birch — edge

4.

turkey	this	won
pudding	those	wonder
Christmas	are	wonderful
Thanksgiving	from	discover

ō =	*oa* =	*ow* =	*oe*
note	**goat**	**arrow**	**toe**
smoke	road	bow	goes

1. Where have you **been**, little girl?
The farmer keeps his wheat in a **bin.**
What did you **see** at the fair?
Great ships sail on the **sea.**

2.				
	violet	dress	war	comb
	village	dressed	warm	dumb
	fountain	drop	warms	limb
	mountain	dropping	swarms	plumb

---

3. *Write from dictation:*

One bicycle — three cents — forty-four dollars fifty-six apples—ninety oranges—twenty-two boys

---

4.				
	caught	broad	breath	range
	naughty	narrow	breathe	ranges
	saucer	longer	wreath	change
	daughter	shorter	wreathe	changes

ô(r)	=	*a*	=	*aw*	=	*au*
corn		wall		caw		saucer
born		stall		awful		taught

1. This is the way the river flows,
Here a whirl and there a dance,
Slowly now, then like a lance,
Swiftly to the sea it goes.

---

2. **tumble**	May	torn	were
thimble	March	true	while
ourselves	June	touch	watch
themselves	April	towel	water

---

3. *Sound, pronounce, spell, and use in sentences:*

Yes — upon — school — lake — low — match
offer — nor — mad — free — only — of — off — loud

---

4. **organ**	middle	put	saddle
lantern	little	poor	paddle
period	kettle	purse	marble
important	slipper	pour	purple

---

o͞o =	*u̇* =	*ue* =	*ew*
spoon	June	blue	grew
school	prune	flue	flew

1. The cow **chews** the fresh, sweet grass.
Which color do you **choose**?
The boy **rapped** on the door.
The book was **wrapped** in brown paper.

---

2. **health**	die	live	heaven
healthy	dying	lives	feather
harvest	tie	give	leather
hatchet	tying	leaves	weather

---

3. *Sound, pronounce, spell, and use in sentences:*

Own — owner — pull — punish — mile — peaches
might — matter — sweet — stone — jump — head

---

4. **eastern**	pie	get	post
earnest	pies	getting	office
hammer	tie	petting	post office
harness	ties	fretting	postman

ū	*ū* =	*ue* =	*ew*
cūbe	mule	**due**	**few**
amuse	duty	cue	knew

1. Whichever way the wind doth blow
Some heart is glad to have it so;
So blow it east or blow it west,
The wind that blows, that wind is best.

2.				
busy	knock	level	large
business	knew	fever	larger
distant	knob	hotel	largest
distance	knack	market	largely

---

3. *Sound, pronounce, spell, and use in sentences:*

Should — truly — ask — broke — broken — stole stolen — have — having — make — making — four

---

4.				
quiet	bit	mad	any
quite	bite	made	anybody
primary	biter	rod	anything
grammar	bitter	rode	anywhere

ī **pīne**	(ie) **pie**	(igh) **night**	ȳ **flȳ**
dime	die	might	try
hide	died	fright	reply

RAPID REVIEW AND DRILL

Use in spelling matches:

1. Eye — eyes — eleven — quite — package four — dozen — destroy — divide — division — busy figure — making — police — machine — violet

---

2. Village — parlor — counter — yellow — enjoy tumble — thimble — organ — lantern — period important — hatchet — themselves — hammer

---

3.

common	action	cigars	turkey
complete	motion	circus	pudding
Chicago	grammar	equals	distance
Christmas	primary	engine	diamond

---

4. Health — healthy — harvest — Thanksgiving eastern — earnest — caught — daughter — quiet harness — fountain — naughty — saucer

---

5. *Make lists of words which contain these phonograms:*

od — ode — oy — oi — ast — ask — oss — aw — au

Find rhymes for:

Shoe — write — half — rough — been — hour — by

These words are arranged in alphabetical order. See how rapidly you can find them, when called for.

Which should come first, "pet" or "pickle"? Why? "Pickle" or "picnic"? Why? etc.

1.
ashes
asleep
attack
avoid
bashful
beans
brag
bushel

3.
heard
heart
his
insect
its
last
long
melon

5.
plant
private
problem
public
pulpit
pumpkin
railroad
remain

7.
sick
small
smooth
snap
soup
sparrow
spot
store

2.
bushes
butcher
crowd
deep
dies
drive
enter
fried
handful

4.
negro
number
owned
pair
pass
perfect
pet
pickle
picnic

6.
round
rubbed
seat
set
scarlet
screw
short
shot
shut

8.
that
ticket
tires
trips
use
want
was
wash
work

NOTE. For further review and drill exercises, see pp. 131-134.

SYLLABLES AND ACCENT

Exercises

1. Name ten words having one syllable.
2. Name ten words having two syllables.
3. Name ten words having three syllables.
4. Place the mark of accent in these words.

ban ner	dol lar	o ver	he ro	so ber
bar rel	col lar	a ble	ze ro	un der
but ton	rud der	u nit	ha lo	ev er

5. Place the mark of accent on these words:

deny	defer	permit	success	unite
apply	prefer	admit	confess	recite
supply	confer	submit	address	invite

6. Make a twenty-word list of two-syllabled words, beginning with *b*.
7. Make a list of twenty words having three syllables.
8. Place the mark of accent on each word.
9. Find in this book twenty-five two-syllabled words; place the mark of accent on each.
10. Divide into syllables the words in the following list, and place the mark of accent on each word:

ended	sandy	running	boxes	awful
folded	crusty	stopping	foxes	careful
defended	musty	dripping	mixes	sinful

GRADE FIVE

1. Ladybird, ladybird! fly away home
To your house in the old willow tree!
Where your children so dear have invited the ant
And a few cozy neighbors to tea!

2.

blew	**blizzard**	**bread**	**breakfast**
flew	instead	deadly	sweat
crew	entire	garden	effort
grew	entirely	gardens	efforts

---

3. *Pronounce, spell, and use in sentences:*

Act — actual — anger — angry — beat — become lecture — born — rents — bow — bowl — bowling

---

4.

lamb	**climb**	**knee**	**kneel**
dumb	climbed	knocked	know
cattle	bury	bullet	barber
battles	berry	bundle	bargain

ā	**ă**	**ä**	**a̤**
cāne	**căn**	**stär**	**wa̤ll**
blaze	battle	farmer	lawyer

1. The wind **blew** from the northeast.
The sky is very **blue** to-day.
This dollar is **due** you, Mr. Smith.
The grass is wet with **dew** this morning.

2.

ocean	**union**	**soldier**	**shoulder**
reason	pattern	hosiery	shower
one	fashion	tumbler	shelter
once	notion	together	sketches

---

3. *Pronounce, spell, and use in sentences:*

Base — blame — rent — hurt — case — cases
advice — aim — cheap — hurry — horses — dinner
earn — earned — wire — wired — wash — year

4.

expense	**explain**	**hospital**	**holiday**
expenses	explore	handsome	to-day
expend	accuse	please	Tuesday
expends	accusing	displease	Thursday

FOR DRILL IN CLEAR SPEAKING

exact — accept — carpet — box — **check** — **ink**
exactly — accepted — carpeted — boxed — checks — **wink**

1. The inner side of every cloud
Is bright and shining.
I therefore turn my clouds about,
And always wear them inside out
To show the lining.

2.

seven	**seventy**	**escape**	**equally**
eleven	even	enclose	equal
order	harbor	engage	evil
ordinary	hardship	ease	error

---

3. *Pronounce the entire list, spell, and use in sentences:*

Angry—cable—bottle—carriage—cloth—count
hurt—grow—growing—gray—grave—bark—bump

4.

April	**October**	**November**	**December**
stop	stopped	stopping	stooping
shame	shamed	sham	shamming
scrub	scrubbed	scrubbing	scraping

â(re)	à	ȧ	*air* = âre
câre	**fȧst**	**ȧsleep**	**chair**
farewell	baths	across	fairy

1. I paid a **cent** for the morning paper.
Mother **sent** me to the market for eggs.
The sweet **scent** of the roses fills the air.
Jack **rode** down the steep **road.**

---

2. **join**	**jewel**	**nine**	**nineteen**
judge	justice	fifty	fifteen
instant	danger	sixty	sixteen
innocent	district	eighty	eighteen

---

3. *Spell, find a rhyme for each word, and use each word in a sentence:*

Zero — weeks — brass — wrap — weep — erect
ward — vote — vest — brick — inquire — trolley

---

4. **guilt**	**dead**	**Sunday**	**Monday**
guilty	deaf	Tuesday	Wednesday
guess	debt	January	February
gunner	debtor	November	December

FOR CLEAR SPEAKING

elms — climbs — films — chasms — alms — combs
helms — clumsy — palms — spasms — arms — tombs

1. Whoever you are, be noble;
Whatever you do, do well;
Whenever you speak, speak kindly;
Give joy wherever you dwell.

2.

June	**July**	**Friday**	**Saturday**
spoon	daisy	island	holiday
canoe	copy	lining	Sunday
through	family	mining	Thursday

---

3. *Sound, spell, and use in sentences:*

Term—tower—stuff—string—to—solve—trot thin — sighs — nigh — severe — scarf — seems

---

4.

which	**whether**	**pane**	**ruin**
when	whale	pains	Bruin
wharf	whoa	pile	picnic
whirl	wholly	poise	Arctic

---

ai = ā	*ay* = ā	*au* = ä	*au* = ạ
rain	**hay**	**laugh**	**saucer**
claim	paying	laundry	August

1. White bread is made from wheat **flour.**
This pretty **flower** grew in my garden.
The **male** deer has branching horns.
My letter came in the morning **mail.**

2.				
	possible	**steel**	**doctor**	**grateful**
	possibly	niece	janitor	given
	urge	steal	tailor	garment
	urges	peace	sailor	garden

---

3. *Make lists of words containing the same vowel sound. Use in a spelling match:*

Row—aunt—ring—rise—there—bore—blood
plank—pick—pew—pane—nerve—hours—gas

4.				
	earth	**hearth**	**fruit**	**bruise**
	early	earliest	suit	suitable
	choke	cloth	beaver	preach
	ghost	clothe	feature	priest

FOR CLEAR SPEAKING

lamps — humps — camps — mumps — clamps — imp
stamps — pumps — stumps — slumps — clumps — imps

1. Old Winter comes blowing his clouds along
And merrily shaking each tree;
From morning till night he sings his song,
His voice is loud, for his lungs are strong—
A merry old fellow is he!

---

2. **one**	**nothing**	**opinion**	**opposite**
done	nobody	obey	office
front	gloves	obeyed	officer
Monday	London	ocean	offered

---

3. *Use in sentences, then spell; find rhyme, and spell the rhyme:*

Aim — among — bare — boss — bomb — clear
cheek — cherry — wealth — draw — idea — yelled

---

4. **until**	**useless**	**thirty**	**thirteen**
unless	useful	third	thirsty
punish	thus	thirdly	mirth
punished	injure	thirst	mirthful

ē	ĕ	ĕ(r)	*ee* = ē
mēte	mĕt	hĕr	eel
these	extra	fern	sleep

1. Kate has a long **seam** to sew.
The children **seem** very noisy to-day.
The thief has already confessed his **guilt**.
That large picture has a **gilt** frame.

---

2. **double**	**trouble**	**twelve**	**twenty**
country	countries	twice	two
count	southern	twig	twinkle
court	enough	twilight	twinkled

---

3. *Use in written sentences:*

I 'd	I 'll	can't	did n't	don't
I 've	we 'll	won't	have n't	does n't

---

4. **believe**	**belief**	**arrive**	**arrange**
relieve	relief	arrived	arranged
begin	beginning	allow	attack
became	between	allowed	attacked

FOR CLEAR SPEAKING

six — fifth — twelfth — seventh — sixths — eighth
sixth — fifths — twelfths — sevenths — tenths — eighths

FOR RAPID REVIEW AND DRILL

1. Knee — kneel — lamb — climb — bread — blew blizzard — breakfast — hospital — holidays — ocean union — soldier — shoulder — expense

---

2. Explain — escape — seven — hearth — equally April — October — November — December — nine Sunday — Monday — guilt — dead — join — jewel

---

3. fruit	steel	June	pane
feast	seventy	July	ruin
earth	merchant	Friday	which
thirteen	possible	Saturday	whether

---

4. One — nothing — until — useless — opinions thirty — opposite — twelve — twenty — double trouble — believe — arrange — arrive — grateful

---

5. *Use these phonograms in as many words as you can:*

āne — ăn — är — a̧ll — âre — åst — air — ain — ay eep — ĕst — ĕd — eel — ēr — ĕll — aim — ait — ăd ear — eat — eem — a̧w — ale — ate — ame — ade

1. Robert of Lincoln's Quaker wife,
Pretty and quiet, with plain brown wings,
Passing at home a quiet life,
Broods in the grass while her husband sings.

2.

address	**approach**	**arouse**	**against**
addressed	approached	accept	ago
arrest	accuse	alike	advice
arrested	accused	agrees	aboard

---

3. *Spell, and use in sentences. See if you can make a rule.*

pity	copy	try	cry
pitied	copies	tried	cries
pitying	copying	trying	crying

4.

accent	**account**	**attic**	**accident**
anchor	amount	Arctic	addition
berry	cherry	story	pansy
berries	cherries	stories	pansies

---

ea = ē	*ea* = ĕ	ĕ(rr)	*ear* = ĕr
bean	**head**	**bĕrry**	**earth**
repeat	instead	errand	early

1. The horse can **haul** a heavy load.
You may leave your hat in the **hall.**
Vacation begins next **week.**
John has been sick; he is very **weak.**

2.

strength	**length**	**taught**	**naught**
wedge	wedged	caught	auto
hedge	hedged	August	claws
pledge	pledged	autumn	pause

---

3. *Sound, spell, and use in written sentences:*

Below — candle — calf — chicken — crossing
empire — master — models — obtain — plenty

4.

sign	**seize**	**thief**	**piece**
design	size	chief	niece
resign	prize	field	fleece
resigned	squeeze	shield	mischief

For Clear and Rapid Speaking

Shoes and socks shock Susan.
I saw six slim slick slender saplings.

1. Howe'er it be, it seems to me
'T is only noble to be good.
Kind hearts are more than coronets,
And simple faith than Norman blood.

2.				
	receive	**beneath**	**capital**	**correct**
	received	wreath	captain	connect
	receipt	radish	capture	corrects
	ceiling	rapidly	captured	connects

3.				
	separate	salad	several	never
	parade	sudden	severe	nature
	slavery	sallow	seventy	natural

4.				
	biscuit	**faucet**	**basket**	**blanket**
	circuit	closet	market	pamphlet
	profit	remains	repairs	ticket
	credit	removes	requests	bucket

ī	ĭ	ĭr	*igh* = ī
pīne	**pĭn**	**bĭrd**	**night**
tripe	whisk	thirst	fright

1. Here is candy for **all** the children.
The shoemaker needs to use this **awl.**
My father pays a **tax** to the town.
Fasten the card to the box with **tacks.**

---

2. **travel**	**towards**	**signal**	**similar**
gravel	toward	silver	silent
rustle	forward	sexton	silence
thistle	former	sermons	sentence

---

3. *Spell, rhyme, and use in sentences:*

screw	hope	blade	herd
crown	feast	brave	hinge
cruel	fear	state	hurt

---

4. **tail**	**thaw**	**sometimes**	**sympathy**
tale	thawed	some	system
sail	paw	lonesome	supposed
sale	pawed	tiresome	support

FOR CLEAR SPEAKING

Around the rough and rugged rocks the ragged rascal ran. Hurrah! Hurrah! Hurrah! Run! Run! Run!

1. The eagle is rising far away
Over the mountains high,
Rowing along in the radiant day
With mighty strokes to his distant prey,
Where he will, swooping downward,
Where he will, sailing onward.

---

2. **axis**	**exercise**	**valley**	**view**
axle	example	valleys	votes
oxen	expense	vessel	voice
waxen	expensive	victory	voyage

---

3. *Make lists, for spelling match, of these words and words having the same initial sound:*

Yoke — worry — truth — total — real — pedal
into — heroes — gospel — no — fatal — energy

---

4. **woman**	**visitor**	**teacher**	**theater**
women	visit	preacher	minister
woolen	visited	preach	cylinder
wonder	visiting	preached	newspaper

ō	ŏ	ô(r)	o͝o(r)
nōte	**nŏt**	**côrn**	**wo͝ork**
going	orange	north	word

1. Henry threw the **ball** to James.
The calf is hungry; hear him **bawl.**
The hunter killed a wild **boar.**
The shepherd **bore** the lamb in his arms.

---

2. **drew**	**drown**	**immense**	**pressure**
draw	brown	commence	press
due	crowded	commenced	race
duty	bowing	commencing	races

---

3. Boston	Kansas	Seattle	Iowa
London	Idaho	Chicago	Ohio
Quincy	Nevada	New York	Illinois

---

4. **uncle**	**ankle**	**awful**	**beautiful**
fiddle	rifle	willful	bashful
model	trifle	useful	fearful
barrel	unable	handful	cheerful

FOR CLEAR SPEAKING

look — cook — leak — pick — tack — fact
looked — cooked — leaked — picked — tacked — tact

1. Pay good heed, all ye who read,
And beware of saying "I can't";
'T is a cowardly word, and sure to lead
To idleness, folly, and want.

2.	**grade**	**grammar**	**pupil**	**promoted**
	grate	sugar	poem	promote
	grant	collar	ache	remote
	ghost	cellar	acre	devoted

3.	trim	office	obey	base
	trimmed	offered	obeyed	baseball
	trimmings	offices	obedient	basement

4.	**choose**	**wool**	**height**	**freight**
	cocoon	woolen	lighted	eight
	droop	wooden	shy	praise
	drooped	woman	provide	praised

---

o͞o	o͝o	o̤ = o͞o	o̤ = o͝o
spo͞on	**bo͝ok**	**do̤**	**wo̤lf**
loose	shook	lose	woman

1. The baby **has** been blind since **birth.**
On shipboard your bed is a **berth.**
The gray horse has a long **tail.**
A fairy **tale** is a story about fairies.

---

2. **beggar**	baggage	courage	carriage
blizzard	savage	voyage	sausage
cellar	station	region	person
grammar	stations	regions	persons

---

3. *Spell and use in written sentences:*

Traffic — trout — sew — skirt — rescue — proper plaster — mystery — habit — hearty — cotton — cost

---

4. **cause**	**surely**	**merchant**	**grate**
fault	purify	surprise	because
sauce	murder	furnish	ashes
search	murmur	further	cargo

FOR CLEAR SPEAKING

begged — tugged — drugged — rigged — bagged
pegged — dragged — plugged — nagged — lugged

RAPID REVIEW AND DRILL

1. Accent — account — attic — thief — taught address — arouse — approach — against — seize sign — strength — piece — length — accident

---

2. Capital — biscuit — blanket — sympathy — correct — beneath — similar — receive — thaw sometimes — faucet — travel — towards — drew

---

3. signal	view	uncle	possible
teacher	valley	ankle	doctor
theater	axis	awful	woman
visitor	exercise	beautiful	pressure

---

4. Immense — surely — wool — freight — pupil promote — grammar — grade — height — baggage beggar — courage — carriage — cause — choose

---

5. *Use these phonograms in lists for a spelling match:*

ean — eat — ead (= ĕd) — ear (= ēr) — ine — ipe — ide — ĭn — ĭp — ĭd — ĭll — īght — ĭrd — ĭrl ōte — ŏn — ôrn — ŏr — oid — ōre — ōse — ōme

1. Be good, sweet maid, and let who will be clever;
Do noble things, not dream them, all day long;
And so make life, death, and that vast forever
One grand sweet song.

---

2. **bought**	fought	ought	thought
brought	wrought	sought	thoughtful
area	able	anger	angel
cereals	sincere	cinders	century

---

3. Arctic	Atlantic	Africa	America
attic	picnic	vanilla	banana
dwarf	**rough**	**tough**	**enough**

---

4. **general**	generous	giggle	spring
geranium	genial	guilt	sprang
fourth	forth	forget	sprung
forehead	forenoon	forgive	singer

---

oa = ō	*oe* = ō	*ow* = ō	*ough* = ō
goat	**toe**	**arrow**	**dough**
roaming	potatoes	owner	though

1. Stockings are sometimes called **hose.**
Here are two shovels and two **hoes.**
I **passed** your gate this morning.
The winter is **past** and gone.

---

2. **nourish**	courage	file	fill
flourish	pursue	filed	filled
picture	gesture	filing	filling
mixture	features	smile	spell

---

3. settle	positive	continue	comfort
settler	position	climax	colonies
advance	**benefits**	**won't**	**can't**

---

4. **loving**	act	always	grain
leaving	acts	already	rein
ladies	active	also	plain
liberty	actual	alter	mane

FOR CLEAR SPEAKING

broths — cloths — baths — wreaths — clothes — paths
breathed — sheathed — wreathed — bathed — clothed

1. This above all: to thine own self be true,
And it must follow, as the night the day,
Thou canst not then be false to any man.

2.

growth	dance	change	praise
easily	dances	changed	praised
dangling	dancing	changing	praising
dandelion	chance	charge	**rise**

3.

furnish	furnace	guest	guessed
cruel	certainly	gardens	gathers
couch	**corner**	**ceiling**	**century**

4.

absence	clap	prop	**trip**
patients	clapped	propped	**tripped**
awaken	step	skip	**whip**
awakened	stepped	skipped	**whipped**

---

oy = oi	*oi* = oy	*ou* = ow	*ow* = ou
oyster	**oil**	**out**	**owl**
destroy	spoil	house	shower

1. The mouse gnawed a **hole** in the cheese.
James wants to eat the **whole** pie.
The mouse ran out of **sight**.
Here is a beautiful **site** for a house.

---

2. **succeed**	success	sail	bake
suggest	suggestion	sailed	baked
uniform	universe	sailing	baking
umbrella	umpire	sale	rake

---

3. **measure**	**pleasure**	**prayer**	**present**
measured	treasure	pulpit	prison
measures	treasures	praying	prisoners

---

4. **almost**	alter	scald	fault
although	altar	squall	gauze
celery	cell	cider	cistern
celebrate	cent	cipher	certain

FOR CLEAR SPEAKING

curbed — disturbed — ribbed — clubbed — robs
sobbed — stabbed — rubbed — snubbed — robbed

THE EAGLE

1. He clasps the crag with hookèd hands;
   Close to the sun in lonely lands;
   He watches from his mountain walls,
   And like a thunderbolt he falls.

2.				
	pigeon	six	elm	weak
	surgeon	sixty	helm	week
	dungeon	sixteen	helmet	waist
	luncheon	betwixt	film	waste

3.				
	separate	**sought**	**stern**	**practice**
	several	southern	student	practiced
	severe	suburbs	system	fraction

4.				
	colonel	kernel	print	trough
	colony	colonies	prints	cough
	elegant	examine	printed	prove
	salary	celery	printing	proof

ū	ŭ	û(r)	u̯ = o͝o
cūbe	**cŭb**	**cûrl**	**pu̯sh**
pure	supper	murmur	pull

1. Give me a little **mite** of candy.
Tim shouted with all his **might.**
Frank's boat **won** the race.
The next **one** was close behind him.

---

2. **nickel**	chisel	kernel	July
satchel	level	model	August
prevents	present	preside	September
propose	progress	profess	October

---

3. heroes	patriot	parents	nearly
heroism	patriotic	neglect	needless
depth	**deserve**	**dropped**	**hastily**

---

4. **museum**	radish	delay	sweep
curious	raspberry	decide	switch
ancient	cranberry	declare	squeal
animals	lettuce	display	squeak

FOR CLEAR SPEAKING

O Twister, a-twisting, pray twist me a twist!
Twist thus, betwixt your wrists, two twists!

1. Flower, in the crannied wall,
I pluck you out of the crannies;
Hold you here, root and all,
In my hand, little flower.

2.				
athlete	wide	cloth	**bath**
athletics	width	clothe	**bathe**
birthday	broad	breath	lath
through	**breadth**	breathe	lathe

3.			
truant	fragrant	ignorant	warrant
infant	elegant	emigrant	currant
farther	**familiar**	**fierce**	**fired**

4.			
wrong	error	later	itself
written	flavor	water	yourself
potato	example	locate	frightful
potatoes	manners	lecture	frightened

---

u̇ = o͞o	*ew* = o͞o	*ui* = o͞o	*ou* = o͞o
June	**grew**	**fruit**	**soup**
flute	jewel	bruise	group

1. The oxen wear a heavy **yoke.**
The **yolk** of the egg is yellow.
Please **write** me a letter.
You must spell all your words **right.**

---

2. **ache**	battle	rogue	tangle
stomach	cattle	plague	strangle
acre	settle	plagued	wrestle
scholar	settler	league	wrinkle

---

3. honest	honesty	honestly	hours
home	homeless	homely	hourly
glimpse	**guide**	**homeless**	**donkey**

---

4. **usual**	scour	apply	subject
usually	score	applies	object
ready	steals	applied	perfect
really	yoke	applying	insect

FOR CLEAR SPEAKING

grasps — clasps — rasps — hasps — crisps — lisps
grasped — clasped — rasped — hasped — crisped — lisped

RAPID REVIEW AND DRILL

1. Easily — elegant — salary — nickel — dwarf satchel — propose — museum — animals — rough scholar — usual — ready — really — athletics

---

2. Almost — although — uniform — umbrella — curious — measure — pigeon — surgeon — tough colony — colonel — separate — practice — ache

---

3. bought	area	general	fourth
brought	cereals	geranium	forehead
picture	nourish	loving	ladies
mixture	flourish	leaving	liberty

---

4. Corner — absence — patients — awakened — growth — stern — sought — prevents — celebrate celery — succeed — suggest — ancient — wrong

---

5. *Use these phonograms in lists of words, for drill:*

oat — oam — ow (= ō) — oil — oys — out — ow (*as in owl*) — ūbe — ŭb — ûrl — ûrn — ew — ait — ail īte — ĭt — ay — oy — oi — au — ea — oa — är — ĭr

1. Where lies the land to which the ship would go?
Far, far ahead is all her seamen know.
And where the land she travels from? Away,
Far, far behind, is all that they can say.

2.				
	whom	by	remain	hinge
	wholesale	buy	remains	singe
	truly	cent	remaining	fringe
	torrent	sent	remainder	cringe

3.				
	fraction	addition	relation	election
	suction	ambition	condition	objection
	insect	**island**	**direction**	**passenger**

4.				
	remark	repeat	calm	table
	retain	reveal	palm	tablet
	review	retail	balm	cable
	require	retreat	psalm	stable

---

u̇ = o͝o	*ou* = o͝o	*ue* = ū	*ew* = ū
push	**could**	**due**	**few**
pull	would	avenue	chew

1. **Waste** not, want not.
Eva wears a blue ribbon around her **waist.**
Can you broil this sirloin **steak**?
Drive the stout oak **stake** into the ground.

2.

tongue	morsel	without	trial
tongues	mineral	welcome	toilet
croquet	minister	speaker	tavern
bouquet	methods	speaking	western

3.

syllable	liable	tumble	terrible
separate	immediate	unable	horrible
twilight	**to-morrow**	**medicine**	**yesterday**

4.

orchard	comma	color	carrot
regiment	cotton	colony	climate
purchase	catcher	cobble	concert
plateau	caught	cobbler	counting

FOR CLEAR SPEAKING

ask — asked — whisk — whisked — disk — disks
task — tasks — risk — risked — dusk — tusks

1. Oh, many a shaft at random sent,
Finds mark the archer little meant!
And many a word at random spoken,
May soothe or wound a heart that's broken.

2.				
author	hear	fire	high
equator	here	fired	higher
governor	all	tire	nigh
creditor	awl	tired	nigher

3.			
alcohol	chorus	sword	purity
scent	choir	scythe	quality
kitchen	**known**	**rather**	**planned**

4.			
quite	upon	distance	scrap
quiet	unit	substance	scour
serious	too	understand	scarf
necessary	toss	understood	scream

$\bar{y}=\bar{\imath}$	$y=\breve{\imath}$	$\tilde{y}$(r)	y(er)
fl$\bar{y}$	**bab$\breve{y}$**	**m$\tilde{y}$rtle**	**lawyer**
supply	hungry	myrrh	sawyer

1. A thief came to **steal** the gold.
   This knife is made of **steel.**
   Twenty-four sheets of paper make a **quire.**
   Elizabeth sings in the **choir.**

---

2. **nation**	March	final	easy
direction	April	finally	easily
promotion	May	equal	lazy
provision	June	equally	lazily

---

3. **animal**	**anxious**	**answer**	**vegetable**
enemy	axle	swerve	table
pleasant	plumbers	wear	themselves

---

4. **careful**	wrench	héalth	yoke
castle	wrenches	wealth	yoked
cities	trench	healthy	roll
citizen	trenches	wealthy	round

FOR CLEAR SPEAKING

edge — hedge — hedged — fledged — wedge — edged
budge — judged — nudged — dodged — grudged

1. So nigh is grandeur to our dust,
So near is God to man,
When Duty whispers low, "Thou must,"
The youth replies, "I can."

2.				
	multiply	moving	bargain	deserve
	subtract	having	brakeman	deserves
	quoticnt	stories	busy	deserved
	arithmetic	patriot	busily	reserve

3.				
	bureau	buffalo	conductor	governor
	beau	potato	actor	doctor
	third	**fourth**	**fifth**	**twelfth**

4.				
	honor	favor	flavor	factor
	behavior	harbor	debtor	creditor
	calendar	sugar	altar	scholar
	clothier	schooner	alter	teacher

ĕr	ĭr	ŏr	ûr	ÿr
hĕr	**bĭrd**	**wŏrk**	**cûrl**	**mÿrtle**
stern	whirl	words	furl	myrrh

1. George sang **a hymn** with the choir.
Did you hear **him** sing?
"My country 'tis of **thee** — of thee we sing."
The author of "America" was Samuel Smith.

---

2. **arouse**	acquire	scoop	seem
aroused	acquired	scooped	seemed
awaken	require	laugh	wink
awakened	required	laughed	winked

---

3. liquid	poverty	hymn	melon
liquor	industry	psalm	molasses
manufacture		**temperature**	

---

4. **bruise**	hurry	bury	lady
business	hurried	buried	ladies
bouquet	worry	weary	family
birthday	worried	wearied	families

FOR CLEAR SPEAKING

clerk — smirks — charts — carts — charms — arms
farms — alarms — parks — remarks — remarked — arc

1. True freedom is to share
All the chains our brothers bear,
And with heart and hand to be
Earnest to make others free.

2.

certain	curtain	fountain	mountain
cyclone	currant	found	pound
covered	current	furnish	proud
cultivate	curious	furious	trousers

3.

iceberg	**innocent**	**influence**	**private**
slice	cents	pence	public
device	recent	defence	problem

4.

vacation	action	addition
invitation	section	subtraction
exhibition	notion	multiplication
examination	motion	division

OBSCURE VOWELS

—hop	liar	recent	novel	connect
as	idea	American	lion	infant

1. He went through the **gate** into the field.
That sorrel horse has an easy **gait.**
Tell the truth; be ashamed to **lie.**
Lye is used in making soft soap.

2.				
	straight	calf	knife	satisfy
	stretch	calves	knives	satisfied
	telegraph	half	shelf	multiply
	telephone	halves	shelves	multiplied

3.				
	supplies	**muscle**	**mosquito**	**squirrel**
	stagger	music	quite	statue
	suffered	murmur	quiet	material

4.				
	difficult	hear	line	myself
	difficulty	heart	lined	yourself
	geography	hearth	linen	herself
	dictionary	hearty	lining	themselves

FOR CLEAR SPEAKING

ruffled — wiggled — rustled — hastened — six — mix
mangled — bungled — dangled — tangled — sixty-six

FOR RAPID REVIEW AND DRILL

1.

plateau	exhibition	bruise	vacation
stretch	examination	nation	purchase
certain	invitation	rather	behavior

2.

telephone	remark	calendar	covered
telegraph	retain	clothier	tongue
regiment	review	passenger	cultivate
direction	require	plumber	necessary

---

3. Whom — truly — torrent — wholesale — quite serious — muscle — curious — cyclone — author — governor — medicine — twilight — croquet

---

4. Equator — creditor — caterpillar — supply cities — citizen — castle — careful — hyphen — orchard — provision — ladies — liberty — two

---

5. *Review all the black-letter words in Section Two.*
Review all the sounds and signs of the phonetic tables.
Make phonetic lists, of fifty words, for a match.
Choose the fifty hardest black-letter words, for a match.

1. *Pronounce these words at sight, each pupil reading aloud one column. At first, read slowly and very distinctly; later increasing the rate of speed.*

2. *Read the column again, pronouncing after each word the sound of its vowel.*

3. *Read the column again, after each word naming a rhyme for the word; two rhymes.*

4. *Find words as your teacher calls for them. They are in alphabetical order. See who will be first to find each word.*

bid	neck	reign	tank
board	nerves	ring	tale
brick	no	rogue	tail
calf	oh	row	tax
cent	pack	sad	tear
cents	pick	safe	thus
charge	plank	sake	toss
choke	poise	scrap	treat
core	porch	serve	trench
fond	pork	shy	tube
hang	press	skin	waist
held	proud	stake	waste
hunt	race	states	wake
lack	rate	stove	wink
long	rain	strain	wound
mean	rein	switch	wrench

1. *Search out the silent letters.*
2. *Spell each word, and use it in a sentence.*

active	edge	lamb
alike	fire	thumb
ankle	fourth	mischief
become	ghost	biscuit
calf	guide	plumber
halves	guilt	plague
bargain	hinge	tongue
certain	hours	rogue
cities	kneel	high
conquer	known	night

---

seize	gnat	bomb
sign	gnaw	crumb
signed	know	palm
resign	known	psalm
sought	knowledge	beauty
thistle	wrap	though
trouble	wrist	dough
wealthy	wrong	thorough
reign	wreath	gnarled
wrong	climb	knife
written	climbed	knives

1. *Point out the root word in each group.*

2. *Separate each word into syllables, name the accented syllable, spell, and use in sentences:*

happy	merry	pretty
happily	merrily	prettily
attend	elect	remove
attended	elected	removes
attentive	electing	removing
attention	election	removal
contain	guide	repeat
contains	guided	repeats
contained	guiding	repeated
containing	guidance	repetition
dangle	injure	restore
dangles	injured	restored
dangled	injuring	restoring
dangling	injury	restoration
deserve	punish	settle
deserved	punished	settled
deserving	punishing	settler
deserts	punishment	settlement
occupy	new	recover
occupied	news	recovered
occupant	newspaper	recovery

1. *For drill in clear speaking, read the entire list.*
2. *Use each word in a sentence; then spell.*
3. *Divide each word into syllables; place accent.*

advance	farther	passenger
adventure	features	pavement
able	frightened	photograph
cable	furnaces	platform
attractive	grandfather	postscript
brakeman	grandmother	probably
conductor	industry	punctuate
dangling	influence	regular
election	object	subject
energy	objection	satisfied

---

strangle	election	population
strangled	popular	surrendered
stubborn	revolver	surrounded
terrible	themselves	understand
tongue	possibly	understood
tongued	recovery	temperature
truant	required	instrument
unknown	restores	resolution
valuable	provision	entertainment
victorious	captured	caterpillar

PRONOUNCING DRILL

Read every line slowly and distinctly, then more rapidly.

Consonants

b as in bird — grub — bubble — babble.
c as in call — cat — cold — picnic.
ç as in cent — city — bicycle — cipher.
d as in doll — do — did — added.
f as in flag — fix — fife — fluffy.
g as in goat — gun — gurgle — giggle.
ġ as in gentle — ginger — gypsy — cabbage.
h as in hat — hair — happy — hilly.
j as in jam — jelly — jesting — jacket.
k as in kite — look — meek — kodak.
l as in lily — lamp — lending — lulling.
m as in moon — mount — mamma — summer.
n as in nest — nun — running — ninny.
p as in pig — purple — ripping — pepper.
r as in rot — roar — rested — ready.
s as in swan — sunset — tossing — hissing.
ş as in was — these — chairs — roses.
t as in top — tell — tale — tattling — totter.
v as in vex — velvet — river — oven.
w as in willow — wind — wet — Willie.
x as in fox — ox — sixes — axle.
y as in yard — yes — year — yeast.
z as in zebra — zero — buzz — dizzy.

PRONOUNCING DRILL

Read distinctly; then add two words to each line.

Vowels

ā as in cane — date — able — favor — erase.
ă as in can — dash — platter — latch — ashes.
ä as in star — farm — harsh — calf — father.
ą as in wall — stall — chalk — caw — awful.
â as in care — stare — beware — compare.
å as in fast — ant — dance — ask — flask.
ȧ as in asleep — awake — again — alone.
ē as in mete — eve — recede — compete.
ĕ as in met — egg — stem — bed — confess.
ę as in her — fern — defer — ferment.
ī as in pine — white — recite — icy — lively.
ĭ as in pin — ink — miller — until — brick.
į as in bird — girl — infirm — thirsty.
ō as in note — rose — spoke — hero — over.
ŏ as in not — lot — blot — boxes.
ô as in corn — stormy — inform — record.
o̤ as in move — reprove — lose — do.
o͝o as in work — worm — world — worthy.
ū as in cube — use — mule — cure.
ŭ as in cub — but — rudder — ugly.
u̇ as in pull — full — push — pulpit.
û as in curl — burn — burglar — return — occur.
u̇̃ as in June — July — blue — ruby — rule.

TYPICAL EXERCISES FOR REVIEW AND DRILL

PAGE 53 (Fourth Grade)

1. Use in written sentences the black-letter words on the page.

2. Use the following words in sentences, changing *y* to *ies*:

carry	deny	party	lady
hurry	reply	pony	story

3. Add *er* to the following words, using in sentences each word so made.

farm	train	sing	mill
lead	speak	wring	deal

4. Make a list of twenty-five words containing long *a*, and ending in silent *e*. Use these lists in a spelling match.

5. Find rhymes for the following words:

world	where	dance	never
place	child	smile	very

Use each of these words in a sentence.

PAGE 54

1. Use these four words in new sentences:

made	fare
maid	fair

2. Spell the black-letter words and use them in sentences; review the black-letter words on page 54.

3. Make a list of twenty-five words containing short *a*. Let five of the words end in *ly*.

4. Write from memory and use in sentences:

early	learn	pearl	pearly

5. Write ten words beginning with *v*, and use them in sentences.

6. Use each of the words "here," "there," "where," in three sentences.

7. Write ten pairs of words like "can," "cane." Show which group has the silent final vowel.

Page 55

1. Write the dictation exercise from memory.

2. Review all the black-letter words on pages 53, 54, 55.

3. Write ten words beginning with *br*, and ten with *gr*. See who will make the best list.

4. Spell from memory and without having the words named by the teacher:

does	do	some	gone
done	doing	come	going

5. What words on page 54 are most like the word "heard"? Make a list of these words and use them in sentences.

6. Make a list of twenty words containing short *e*. Name the final sound of each word in your list.

7. Make a list of twenty words in which *ee* equals long *e*. Be ready to use your words in sentences.

8. Make ten lists of words like "great," "greater," "greatest." Be ready to use all the words in sentences.

Page 56

1. Use in new sentences: "bear," "bare"; "eight," "ate."

2. Review all black-letter words from page 53 through page 56.

3. Make a list of three words to rhyme with each word in Lesson 3.

4. Copy and use in sentences all the words that you can find on page 56 beginning with *wr*.

5. Use in new sentences the eight words at the bottom of page 56.

Page 57

1. Write the dictation exercise from memory, and be ready to repeat it aloud.

2. Review the black-letter words.

3. Make a list of twenty-five words containing long *i*.

4. Write from memory "believe," "believes," "relieve," "relief," and use the four words in sentences.

5. Class exercise: Find in the dictionary five words beginning with silent *k*, five words beginning with *bl*, and five others beginning with *be*. Write the words upon the blackboard.

6. Have a spelling match, spelling all the words on page 57, and naming a rhyme for each word.

7. See who will make the longest list of words containing *ai* or *ay*.

All the lists may be used by the class in a spelling match later.

Page 58

1. Use in new sentences: "dear," "deer"; "buy," "by."

2. Find rhymes for:

letter	wild	brook	road
mother	drink	house	please

Be ready to use these rhymes in sentences.

3. Review all the black-letter words learned thus far.

4. Separate into sounds all the words beginning with *qu*. What is the sound of the last syllable in "question"?

5. Make a list of twenty-five words containing long *o*. Let some of the words end in *old*, and some of the words have at least two syllables.

Page 59

1. Write from memory the dictation exercise.

2. Review the black-letter words through page 59.

3. Make a list of ten words beginning with *ch*, and ten beginning with *sh*.

4. Find rhymes for all the words in Lesson 3. Use the rhymes in sentences.

5. Study the sound of *f* in Lesson 4. Make a list of ten words containing *ft*; ten beginning with *th* or *thr*.

6. Use in written sentences the eight words at the bottom of page 59.

Page 60

1. Use in new sentences:

break brake great grate

2. Use in oral sentences all black-letter words studied.

3. Find all the words on page 60 which have silent letters. Point out the silent letter.

4. Use each of the words "their" and "there" in five sentences.

5. Write from memory ten words containing *ough*.

6. Write ten words ending in *w*. Use these in sentences.

7. Write a list of twenty words containing short *u*. Exchange lists in class and use them in a spelling match.

Page 61

To the Teacher. This page presents the black-letter words of the preceding eight weeks. Be sure that every word on the page can be readily used in sentences by the class. Particularly, secure prompt and rapid use of the phonograms at the bottom of the page.

Note. These foregoing suggestions for the lessons of the first quarter of the Grade Four may be followed throughout the year by substituting the words appearing in the new lessons. They may also serve as a guide for review exercises in Grade Five. Frequent matches — pronouncing, rhyming, and spelling — should be introduced. The essential thing is to require the pupil to make his own lists illustrating the sound or combination studied. These lists are much more valuable than those which are prepared for him.

APPENDIX

The following pages present definitions, tables, rules, and exercises for reference, drill, and review. Abundant material is presented for phonetic drill, since many pupils in grammar grades have completely forgotten the elementary drill provided when learning to read. To this omission in their study of words may be traced many, if not most, of the mistakes in spelling. The author therefore urges daily drill in some selected phonetic exercise.

Various exercises are suggested to prevent the monotony of the ordinary drill in spelling. Teachers will select exercises according to the need of their class. Much of the material in the drill tables and summaries can be used in rapid contests. The phonetic values of words should be as familiar to the pupil as the multiplication table. By the use of these drill tables this may be accomplished.

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I. HOW TO PRONOUNCE

WORDS, LETTERS, AND SOUNDS

Spoken words are made up of sounds. Every word may be separated into its simple sounds. In "can" are three sounds. In "step" are four sounds. In "breath" are four sounds.

All spoken sounds are made by the vocal organs. The vocal cords in the throat tighten when we wish to speak, and enable us to make a tone. Sounds which are made of pure voice or tone are called **vowel sounds.** Sounds which are made with the help of the lips, teeth, tongue, or palate are called **consonant sounds.** In some consonant sounds the voice is always heard; in others, merely the breath. The sound is a whisper.

All consonant sounds made of pure breath are called **aspirates.** Those in which the voice is heard are called **subvocals.**

Slowly sound every letter in the alphabet, and show which are vocals (pure voice), which are aspirates, and which are subvocals.

Written words are composed of letters. In some languages every letter stands for a sound. In the English language a word may contain one or more silent letters, as "calm," "lamb," "tongue." Furthermore, a letter may stand for different sounds, as *a* in "cat" and in "call." It is also true that the same sound may be represented by different letters; thus, *a* in "warm" and *o* in "storm" represent the same sound.

Letters that represent the vowel sounds are called **vowels.** Letters which represent the aspirates or subvocals are called **consonants.** Two vowels combined in one syllable form **a diphthong,** as *oi* in "oil" or *ou* in "out."

Knowledge of spoken sounds is called **phonetics** or **phonics.** No one spells correctly without some knowledge of phonetics.

SYLLABLES AND ACCENT

Some words are spoken with one impulse of the voice, as "big," "wish," "shall," "have": these are words of one **syllable.** Other words require two such impulses or more, as "merry," "willing," "careful."

Words like the first group are called **monosyllables.** A word of two such parts is called a **dissyllable,** of three such divisions a **trisyllable,** and four or more a **polysyllable.**

If you listen carefully to poetry, you will observe that every line may be separated into a given number of syllables. Reading poetry will help you to recognize syllables.

When we read or speak, some words are more emphatic than others. Our meaning determines the emphasis. In the same way, certain syllables in a word are more emphatic than others. The emphasis upon a syllable of a word is called **accent.** If the word is very long, it has both a primary and a secondary accent.

Read a sentence without emphasizing any word or accenting any syllable; then read again, with natural emphasis and accent. Observe the difference.

Some words are derived from other words, as "boyish" from "boy," "teacher" from "teach," "responsive" from "respond." Such words are called **derivatives,** while the simple or elementary word from which they are derived is called the root word.

Sometimes a syllable is added to the root to form the derivative, as "teach," "teaching." This syllable placed after a word is called a **suffix.** Sometimes a syllable is placed before the root word to form a derivative, as "do," "undo." Such a syllable is called a **prefix.**

DIACRITICAL MARKS

As Used in Webster's International Dictionary

In the English language there are more than forty sounds, but in the alphabet there are only twenty-six letters.

Since all the sounds must be represented by these twenty-six letters, it is often necessary to add some sign to show exactly what sound is indicated. Every vowel stands for at least three sounds, while the vowel *a* has six different sounds.

Diacritical marks are used to show which sound of a letter is intended. These marks are in constant use in the dictionary.

Diacritical Marks Used with Vowels

Macron: cāne, mēte, pīne, nōte, cūbe, flȳ
Breve: căn, mĕt, pĭn, nŏt, cŭb, babў
Tilde: h̃er, gĩrl, wõrk
Circumflex: câre, cûrl
Two dots above the letter: stär, machïne
Two dots beneath the letter: wa̤ll, Ju̇ne, mo̤ve
One dot above the letter: fȧst, sȯn
One dot below the letter: wo̩lf, pu̩sh

Diacritical Marks Used with Consonants

s (= z) is marked s̱: has̱
x (= gz) is marked x̱: ex̱ist
c (= s) is marked ç: çent
ch (= sh) is marked c̣h: mac̣hine
th (subvocal) is marked t̤h: t̤his
g (= j) is marked ġ: ġinġer
n (= ng) is marked n̲: in̲k

Marks Used with Obscure Vowels in Unaccented Syllables

In unaccented syllables, short Italian *a* is **obscure in sound.** This is identified in the dictionary by using italics with the same mark as that of the clear sound (*à*sleep).

The long vowel sound is more or less obscured in unaccented syllables, and is somewhat shortened. This halfway sound is indicated by a line over the macron (senāte, librāry, ēvent, pōetic, ōbey, ūnite).

The short vowel in a final unaccented syllable, as "final," "novel," "comet," is somewhat obscured. It retains its same mark, the breve, but is written in italics to indicate the loss of force and clearness (finăl).

Unaccented syllables containing obscure sounds are a source of many errors in spelling. Carefully study every word to detect and observe the unaccented vowels. A list of such words is given below.

Vowels in Unaccented Syllables

sugar	sentence	separate
secret	distance	appetite
honest	difference	blizzard
organ	silence	elevate
eleven	furnace	magazine
equal	gallant	palaces
voyage	private	salaries
intimate	balance	celery
imitate	current	misery
excavate	currant	galaxy

Table of Vowels, with Diacritical Marks, as shown in Type Words and Other Examples

ā (cāne)	ă (căn)	ä (stär)	å (fåst)
ate	add	artist	ask
brake	action	farmer	path
cradle	apples	garden	fasten
graceful	stack	parlor	dancing
å (senåte)	ă (infănt)	â (câre)	ȧ (ȧsleep)
surface	final	share	awake
preface	madam	parent	sofa
climate	account	daring	abound
ē (mēte)	ĕ (mĕt)	ė (ėvent)	ĕ (hĕr)
eve	end	depend	ever
serene	elder	enemy	mercy
recede	efface	remove	pervert
compete	carpet	variety	speaker
ĕ (camĕl)	ī (pīne)	ĭ (pĭn)	ī (gīrl)
novel	Bible	spin	first
gospel	brightly	admit	third
decent	child	into	firmly
moment	chime	prison	chirp
ō (nōte)	ŏ (nŏt)	ô (côrn)	ŏ (dŏg)
broke	odd	lord	soft
ocean	cod	order	cost
solo	solid	morning	gone
noble	sorrow	scornful	cloth

o̊ (o̊bey)	or = ûr (work)	o͝o (cŏntain)	ou (out)
poetic	word	occur	sound
opaque	world	carbon	
memory	worth	macron	ow = ou
decorate	worthy	confer	crown
o͞o (spo͞on)	o͝o (bo͝ok)	oi (oil)	oy (oyster)
boot	foot	coil	annoy
spool	wooden	coin	employ
choose	stood	spoiling	boys
cooling	nook	pointer	joyful
ū (cūbe)	ŭ (cŭb)	û (cûrl)	u̟ (oo) (Ju̟ne)
use	under	urn	plume
amuse	upper	urge	rude
mule	crush	hurl	sure
perfume	crumble	furry	blue
u̟ (pu̟sh)	ŭ (circŭs)	û (ûnite)	ȳ (flȳ)
pull	submit	united	occupy
bush	caucus	unique	
fully	success	educate	y̆ (baby̆)
awful	suffice	emulate	system

All other vowel sounds will be found in the table of equivalents on page 8.

Make lists of words containing each vowel sound; find in the dictionary other words in which these marks are used; find in the reading book words which illustrate these vowel sounds.

Table of Equivalent Vowel Sounds

ȧ = ŏ	wash — odd	ea = ē	bean — complete
ey = ā	they — ate	oa = ō	goat — mote
ê = â	there — care	ew = ū	dew — duty
ã = ẽ	liar — miner	ew = o͞o	brew — brood
ï = ē	police — even	igh = ī	light — hide
ĭ = ẽ	first — stern	ay = ā	hay — late
ȯ = ŭ	son — sun	eigh = ā	eight — ate
o̤ = o͝o	woman — wood	ei = ē	receive — recede
o̤ = o͞o	do — choose	ie = ē	belief — impede
ô = a̤	horse — warn	ow = ō	arrow — hero
õ = ẽ	minor — miner	ou = ō	pour — pore
ṳ = o͞o	rule — fool	ui = ū	suit — use
u̇ = o͝o	full — wool	ey = ā	prey — rate
ȳ = ī	fly — ice	aw = ô	caw — corn
y̆ = ĭ	hymn — him	au = ô	author — auto
ỹ = ẽ	martyr — sister	uy = ī	buy — ride
ai = ā	rain — mane	ui = ĭ	build — filled

Oi, with its equivalent *oy*, is a diphthong; so is *ou*, as in "out." *Ou* has an equivalent, *ow*. Long *u* and long *i* are really diphthongs. Long *u* equals ĭ-o͞o, while long *i* equals ä-ē.

Many mistakes in spelling arise from the fact that two different signs may stand for the same sound. It is not enough to know the sound of a word; we must know its form too.

Look intently; listen carefully. Find out, after any error in spelling, just why you made that mistake. Then master the misspelled word.

Table for Phonetic Drill

Add to each list of words until the sound and the combination of letters representing it are perfectly familiar.

Use your list in pronouncing matches and in spelling matches.

Sounds of Consonants

b as in ball — table — bubble — ebb.
c (hard) as in cat — active — attic — picnic.
c (soft) as in cell — city — cent — Nancy — Lucy.
ch as in church — chimney — birch — searching.
ch = sh as in chef — chaise — chaperone.
ch = k as in echo — chorus — anchor.
ce = sh as in ocean.
ci = sh as in social — beneficial.
d as in doll — did — added.
d = t as in looked — dropped — cuffed.
di = j as in soldier.
f as in flag — officer — calf.
f = v as in of.
g (hard) as in girl — give — magnate.
g (soft) as in gem — germ — ginger — page.
dge = j as in bridge — nudge — knowledge.
gh = f as in rough — cough — enough.
h as in hat — helm — hungry.
j as in jam — jingle — judgment.
k as in kite — king — took — cooking.
ck = k as in rock — clock — blacking.
l as in lily — leaves — willow — awful.
m as in moon — mother — humming — homely — charm.
n as in nest — night — candle — running — dawn — oven.
n = ng as in ink — finger — linger — younger.

ng as in gong — ring — hung.
p as in pig — pearl — pantry — sloping — stopping.
ph = f as in physics — telegraph — telephone.
q (qu) = kw as in queen — quick — tranquil.
qu = k as in antique — oblique — technique.
r as in rat — rubber — barn — lark — Turk. (Be sure to pronounce the *r* whenever it occurs in a word. It is never silent.)
s as in swan — sober — hissing — slips.
s = z as in is — does — roses — rags.
s = sh as in sure — sugar — pension — nauseous.
sh as in shell — shout — wish — bashful.
sc = s as in scene — scent — effervesce.
sci = sh as in conscious.
ss = sh as in issue — passion.
s = zh as in measure — treasure — vision — provision.
t as in top — butter — rabbit — totter.
th as in thimble — think — thoughtless.
th as in with — soothe — tether.
tion = shun as in action — vacation — motion — relation.
ti = sh as in vexatious — impatient.
tch = ch as in latch — patch — scratch.
ti = ch as in question.
te = ch as in righteous.
v as in van — violet — loving — cover.
w as in wing — weep — rowing — tower.
wh as in whip — whisk — wheel. (Always initial.)
x = ks as in fox — axis — boxes.
x = gz as in exist — example.
x = z as in Xenophon.
y as in yard — yellow — yeast.
z as in zebra — dizzy — buzz.
z = zh as in azure — crozier.

II. VARIOUS EXERCISES FOR GENERAL REVIEW AND FOR DRILL

1. Pronounce every word in the lesson.

2. Find rhymes for every word in the lesson.

3. Use in *sentences each word of the lesson.*

4. Write the words of the lesson in alphabetical order.

5. Find in reading book or geography ten words containing long *a*; long *e*; long *i*; long *o*; and two words containing long *u*. Write these words in lists in preparation for a spelling match in which they will be used.

6. Find in your reading book twenty words containing silent letters. Point out the silent letter or letters in each word of the list.

7. Find fifteen words ending in *er*. Write them in a list in alphabetical order. (The exercise may be repeated with final *ing*, *ed*, *ful*, *el*, *le*, and *ion*.)

8. Make all the words you can from the letters in the word *indestructible*. (Pupils may choose other words to be used in the same way.) Have the entire list written upon the board without repetitions.

9. Copy the words in the lesson. Draw a line through any silent vowel.

10. Place the correct diacritical marks, so far as you can, upon the vowels in Lessons 2 and 4, page 32.

11. Use in sentences of your own five pairs of words which are pronounced alike but spelled differently.

12. Make five groups of words like the following: "make," "makes," "making," "maker." Bring the words to the class to be compared, used in sentences, and spelled.

13. Make a list of twenty words beginning with any given letter. The words should differ as much as possible. Compare words to see if the letter has more than one sound.

14. Find in your reading book fifteen words containing obscure *a*. Write them in alphabetical order.

15. Write twenty words containing *qu*. Use the words in sentences.

16. Write ten words in which *ph* equals *f*.

17. Write twenty words containing soft *c*.

18. Write fifteen words beginning with *a*; the first five words of one syllable, the second five of two syllables, the third five of three syllables.

Make a neat list.

Exchange lists in class for a pronouncing match. Every word should be read very clearly and distinctly so that everybody hears and understands. Any pupil may be required to spell his entire list.

19. Make a list of twenty words beginning with two consonants; twenty words beginning with three consonants. Compare the lists in class.

20. Make a list of words ending in *ct*. See who can make the longest list.

21. Make a list of words containing *o*, as in "corn." (Mark each word with the proper diacritical mark.)

22. Read from any page of the reading book all the words containing silent *e*. Pronounce these words aloud, but these only. Every pupil may read until he fails. The reading should be rapid and clear. To skip a word is to fail.

23. Find in your reading book ten words of three syllables. Separate these words into their syllables.

24. Select from previous pages the twenty hardest words to be used in a spelling match. Prepare a neat list, arranging the words alphabetically.

25. Write ten words which rhyme with "eat," "cream," "dome." (Other words may be substituted.)

26. Find in reading book or speller ten words containing *ck*, *gh*, *oi*, *au*, *ou*, *oa*, *ea*, *bl*.

27. Find as many words as you can beginning with silent *w*. What letter always follows silent *w*?

28. Find as many words as you can ending with silent *b*; beginning with silent *k*; beginning with silent *g*; ending with *ph*.

29. Write twenty words containing *s* having the sound of *z*; *c* having the sound of *k*.

30. Write twenty words containing *wh*. Use the lists in the spelling match.

31. Add *ed* to words ending in *d*. Make as long a list as you can. Thus: "wound," "wounded"; "load," "loaded."

Do the same with words ending in *t*. See if the class together can make a pronouncing list of one hundred such words.

32. Make lists of words containing the phonograms *ight*, *ought*, *ite*, *ote*, and *ing*. Use the lists in a spelling match.

33. Make a list of words pronounced alike and spelled differently. Have a match in which these words must be used in sentences by anyone whose name is called.

34. Choose a paragraph in the reading book. Read it, speaking aloud, first, the words of one syllable, second, the words of two syllables, third, the words of three syllables, and so on.

35. Choose a paragraph from the reading book. Name the words in order, pronouncing after each word another word which rhymes with it.

36. Look rapidly through a page of the reading book, naming every word containing a given vowel or a given vowel sound. For example: *a* as in "gate," *o* as in "corn."

37. See who will be first to find on a given page, and to write in a list, all the words ending in *ing*.

This exercise may be varied to see who can make the longest list in three minutes, four minutes, etc.

III. CLASS EXERCISES (CONTESTS)

CONTEST IN MATCHING WORDS

Each pupil selects twenty-five words which are considered hard to spell, and carries his list to the class at the time of contest. Sides are chosen in the ordinary manner.

Number one begins by naming the first word upon his list in this manner: "I present 'foreign,' which I spell f-o-r-e-i-g-n." Number one on the opposite side must match the word. He may say: "I match it with 'foreigner,' a close relation, which I spell f-o-r-e-i-g-n-e-r." Or he may say: "I match it with 'reign,' spelled r-e-i-g-n, but my *ei* equals *a*, while yours equals short *i*."

The contest proceeds until everyone on the first side has presented a word to be matched by his opponent on the other side. Anyone who fails to spell correctly, or to match the word (if it can be matched), must take his seat. He leaves his list at the teacher's desk to be used if necessary by the pupils who stand the longest. The side having the largest number standing has won.

From such a set of lists prepared by students material may be prepared for a final contest. This will be a much more useful list than one prepared and printed in the spelling book, for every word will have been recognized by some pupil as presenting a real difficulty.

MATCHING DERIVATIVES

The pupil may select a list of root words from the pages in this spelling book. Sides will be chosen in the usual manner.

The teacher gives out the words from the list. The pupil must spell the word, use it in a sentence, name a derivative, and use the derivative in a sentence.

PRONOUNCING MATCH

a. Choose any page which has been studied.

b. Go down the line, each pupil pronouncing in turn a word on the page.

c. After every word has been pronounced, begin again, pronouncing each word and a rhyme for it.

Any pupil who pronounces incorrectly or who fails to name the required number of rhymes must take his seat. The match goes to three rhymes, four rhymes, five rhymes, until every pupil has failed, or until time is up. The pupil who stands the longest wins; or if the class is dismissed, the winning side is the side which has the greatest number standing.

DRILL IN PRONOUNCING

a. Choose any page which has been studied.

b. Beginning with the first word on the page, go rapidly down the line, each pupil naming another word having the same initial sound. Continue until no further words are suggested.

Two pupils should be accounted to keep tally, showing how many words have been named. A pupil whose word does not begin with the right sound must take his seat.

Proceed in the same way with the second word on the page.

The point is to think quickly, to name a large number of words having the given initial sound, to speak clearly so that everybody hears, and to use as many words on the page as possible.

(This game may be repeated, using the final sound. This is more difficult, because pupils will tend to name the final letter instead of the final sound.)

d. Choose a paragraph in the reading book. Pronounce every word in the paragraph. But after each word pronounce another word having the same initial sound.

IV. CUSTOMS IN SPELLING, WHICH GIVE US RULES FOR SPELLING

1. Certain groups or families of words are related in meaning; for example: "try," "tries," "tried," "trying," "trial." "Try" changes its form according to its use in the sentence; for example:

I will try to speak clearly.
Mary tries to speak clearly.
I am trying to speak clearly.
He failed in his first trial.

If you look carefully, you will see how these changes in form are made. Sometimes a syllable is added (as "try," "trying"); sometimes only a letter is added (as "tries," "tried"). In the latter case the *y* is changed to *i*. Let us see how this comes about.

want	wanted	try	try-ed (tried)
steam	steamed	carry	carry-ed (carried)

You will see that *ed* is added to "want," "try," "steam," and "carry" to indicate past time, but nobody speaks plainly enough to say "trȳ-ĕd," "carrў-ĕd." The two vowels ȳ, ĕ; ў, ĕ, are run together in rapid speaking and the words are pronounced "trīed," "carrĭed."

2. In spelling, then, when the word ends in *y*, and we would add *ed* to show past time, the *y* changes to *i* before *ed* and no new syllable is added. Here are other examples:

marry	pity	hurry	worry
dally	whinny	rally	bury

This will show you how rules of spelling grow out of our habits of speaking or the sounds of words.

RULES FOR DERIVATIVES

1. When the root word ends with silent *e*, it drops the *e* before a suffix beginning with a vowel. Thus:

recite — reciting — recital
face — facing — facial
engage — engaged — engaging

EXCEPTIONS:

a. The *e* remains in the derivative before *a*, in order to preserve the soft sound of *c* or *g*. Thus:

peaceable — manageable

b. Some short words ending in *oe* or *ye* keep the final *e* before suffixes. Thus:

hoe — hoeing dye — dyeing

2. Words ending in silent *e* keep the *e* in derivatives if the suffix begins with a consonant. Thus:

defenseless — graceful — fineness

3. A few words drop the *e* before a suffix beginning with a consonant. Thus:

judgment — acknowledgment

4. Verbs ending in *y* retain the *y* before *ing*, but change to *i* in other derivatives. Thus:

try — trying — tried — trial

5. If final *y* is preceded by a vowel, it retains the *y* before all suffixes. Thus:

buy — buying — buyer
pray — prayed — praying—prayer

EXCEPTIONS:

said — laid — paid — daily

RULES FOR PLURALS

I. General rules for the formation of the plural.

1. Nouns ending in a consonant sound add *s* to the singular form to indicate more than one. Thus:

frog — frogs	barrel — barrels
tent — tents	battle — battles

2. When the final sound does not unite easily with *s*, *es* is added to form the plural. Thus:

match — matches	box — boxes
moss — mosses	wish — wishes
class — classes	bunch — bunches

II. Nouns ending in a vowel.

1. Nouns ending in *y* preceded by a consonant change *y* to *i* and add *es* for the plural. Thus:

lady — ladies	fairy — fairies
story — stories	injury — injuries

2. Nouns ending in *y* preceded by a vowel add *s* to form the plural. This is a regular plural and not an exceptional one. Thus:

valley — valleys	delay — delays
monkey — monkeys	Monday — Mondays

III. Irregular plurals.

1. Nouns ending in *f* usually add *s* to form the plural. Thus:

scarf — scarfs	muff — muffs

But the following nouns change final *f* or *fe* to *ves* in forming the plural:

calf	leaf	life	wolf
half	loaf	wife	thief
elf	sheaf	beef	knife

2. Nouns ending in *o* usually add *s* to form the plural.

zero — zeros piano — pianos

But many nouns ending in *o* add *es*. Thus:

potato — potatoes tomato — tomatoes

These exceptions must be learned one at a time as words are needed.

RULES FOR DOUBLE LETTERS

1. The final sound of *f*, *l*, *s*, and sometimes *t* or *r*, after a short vowel sound is usually indicated by a double vowel. Thus:

muff — bell — moss — butt — burr

After the short vowel sound in words of more than one syllable the *r* is doubled. Thus:

marry — merry — squirrel — hurry — sorry

2. Monosyllables ending in a single consonant preceded by a short vowel double the consonant before a suffix beginning with a vowel. Thus:

drop — dropped — dropping
get — getting
rot — rotten

3. Words of two or more syllables, accented on the final syllable, double the final consonant before suffixes. Thus:

occur — occurred — occurring — occurrence
repel — repelled — repelling — repellant

This is true only when the word ends in a single consonant preceded by a single vowel. Observe:

repeat — repeated — repeating
condemn — condemned — condemning

MEASURING SCALE FOR

A	B	C	D	E	F	G	H	I	J	K	L	M
Second Grade 99	98	96	94	92	88	84	79	73	66	58	50	Second Grade
	Third Grade	100	99	98	96	94	92	88	84	79	73	66
				Fourth Grade	100	99	98	96	94	92	88	84
						Fifth Grade	100	99	98	96	94	92
								Sixth Grade	100	99	98	96
										Seventh Grade	100	99

V. A STANDARD TEST OF SPELLING ABILITY

The Measuring Scale for Ability in Spelling shown above was prepared by the Division of Education of the Russell Sage Foundation, New York City. It is reproduced here by the consent of the director. This scale, prepared by the foundation and for sale by them, contains lists of words under each lettered column. It was necessary in reproducing the scale on pages of this size to detach the columns of words from the scale. These columns will be found on the following pages, lettered to fit the scale. List A belongs below column A, list B below column B, and so on.

The data from which the scale was computed were secured from an aggregate of 1,400,000 spellings by 70,000 pupils in 84 different cities throughout the country. The words used in the list are 1000 in number. Previous studies have shown that these words are the 1000 commonest words in English writing.

ABILITY IN SPELLING

N	O	P	Q	R	S	T	U	V	W	X	Y	Z
58	50	Third Grade										
79	73	66	58	50	Fourth Grade							
88	84	79	73	66	58	50	Fifth Grade					
94	92	88	84	79	73	66	58	50	Sixth Grade			
98	96	94	92	88	84	79	73	66	58	50	Seventh Grade	
Eighth Grade 100	99	98	96	94	92	88	84	79	73	66	58	50 Eighth Grade

All the words under any given letter are of equal difficulty in spelling. These lists are graded so that the steps from one to another are equal. The numbers beneath the letters indicate the percentage of correct spelling to be expected from each grade when tested by the words of that column.

The teacher may readily discover by the use of these lists the grade of spelling ability indicated by her class. If, for example, they are tested on words selected from column K, second-grade pupils should spell 58 per cent correctly; third-grade, 79 per cent; fourth-grade, 92 per cent; fifth-grade, 96 per cent; and sixth-grade, 99 per cent.

No better test can be given to insure accurate spelling of the words oftenest used, nor to fix the standard of spelling in grades. The list should be frequently used in review and drill, for errors in spelling, as experience shows, are usually found in greatest numbers in the use of this fundamental vocabulary.

A	my	by	lot	some	river
me	up	have	box	if	plant
do	last	are	belong	how	cut
B	not	had	door	her	song
and	us	over	yes	them	winter
go	am	must	low	other	stone
at	good	make	soft	baby	free
on	little	school	stand	well	lake
C	ago	street	yard	about	page
a	old	say	bring	men	nice
it	bad	come	tell	for	end
is	red	hand	five	ran	fall
she	**F**	ring	ball	was	feet
can	of	live	law	that	went
see	be	kill	ask	his	back
run	but	late	just	led	away
D	this	let	way	lay	paper
the	all	big	get	**I**	put
in	your	mother	home	nine	each
so	out	three	much	face	soon
no	time	land	call	miss	came
now	may	cold	long	ride	Sunday
man	into	hot	love	tree	show
ten	him	hat	then	sick	Monday
bed	to-day	child	house	got	yet
top	look	ice	year	north	find
E	did	play	to	white	give
he	like	sea	I	spent	new
you	six	**H**	as	foot	letter
will	boy	day	send	blow	take
we	book	eat	one	block	Mr.
an	**G**	sit	has	spring	after

thing stay want hope afternoon spell
what grand girl same Friday poor
than outside part glad hour finish
its dark still with wife hurt
very band place mine state maybe
or game report **K** July across
thank boat never became head to-night
dear rest found brother story tenth
west east side rain open sir
sold son kind keep short these
told help life start lady club
best hard here mail reach seen
form race car eye better felt
far cover word glass water full
gave fire every party round fail
alike age under upon cost set
add gold most two price stamp
J read made they become light
seven fine said would class coming
forget cannot work any horse cent
happy May our could care night
noon line more should try pass
think left when city move shut
sister ship from only delay easy
cast train wind where pound **L**
card saw print week behind catch
south pay air first around black
deep large fill sent burn warm
inside near along mile camp unless
blue down lost seem bear clothing
post why name even clear began
town bill room without clean able

gone	indeed	however	income	build	offer
suit	four	mind	bought	understand	suffer
track	herself	shall	paid	follow	built
watch	power	alone	enter	charge	center
dash	wish	order	railroad	says	front
fell	because	third	unable	member	rule
fight	world	push	ticket	case	carry
buy	country	point	account	while	chain
stop	meet	within	driven	also	death
walk	another	done	real	return	learn
grant	trip	body	recover	those	wonder
soap	list	**M**	mountain	office	tire
news	people	trust	steamer	great	pair
small	ever	extra	speak	Miss	check
war	held	dress	past	who	prove
summer	church	beside	might	died	heard
above	once	teach	begin	change	inspect
express	own	happen	contract	wire	itself
turn	before	begun	deal	few	always
lesson	know	collect	almost	please	something
half	were	file	brought	picture	write
father	dead	provide	less	money	expect
anything	leave	sight	event	ready	need
table	early	stood	off	omit	thus
high	close	fix	true	anyway	woman
talk	flower	born	took	**N**	young
June	nothing	goes	again	except	fair
right	ground	hold	inform	aunt	dollar
date	lead	drill	both	capture	evening
road	such	army	heart	wrote	plan
March	many	pretty	month	else	broke
next	morning	stole	children	bridge	feel

sure	dozen	figure	during	carried
least	there	sudden	through	loss
sorry	tax	forty	police	fortune
press	number	instead	until	empire
God	October	throw	madam	mayor
teacher	reason	personal	truly	wait
November	fifth	everything	whole	beg
subject	**O**	rate	address	degree
April	eight	chief	request	prison
history	afraid	perfect	raise	engine
cause	uncle	second	August	visit
study	rather	slide	Tuesday	guest
himself	comfort	farther	struck	department
matter	elect	duty	getting	obtain
use	aboard	intend	don't	family
thought	jail	company	Thursday	favor
person	shed	quite	**P**	Mrs.
nor	retire	none	spend	husband
January	refuse	knew	enjoy	amount
mean	district	remain	awful	human
vote	restrain	direct	usual	view
court	royal	appear	complaint	election
copy	objection	liberty	auto	clerk
act	pleasure	enough	vacation	though
been	navy	fact	beautiful	o'clock
yesterday	fourth	board	flight	support
among	population	September	travel	does
question	proper	station	rapid	regard
doctor	judge	attend	repair	escape
hear	weather	between	trouble	since
size	worth	public	entrance	which
December	contain	friend	importance	length

destroy
newspaper
daughter
answer
reply
oblige
sail
cities
known
several
desire
nearly

Q

sometimes
declare
engage
final
terrible
surprise
period
addition
employ
property
select
connection
firm
region
convict
private
command
debate
crowd

factory
publish
represent
term
section
relative
progress
entire
president
measure
famous
serve
estate
remember
either
effort
important
due
include
running
allow
position
field
ledge
claim
primary
result
Saturday
appoint
information
whom
arrest

themselves
special
women
present
action
justice
gentleman
enclose
await
suppose
wonderful
direction
forward
although
prompt
attempt
whose
statement
perhaps
their
imprison
written
arrange

R

forenoon
lose
combination
avenue
neighbor
weigh
wear
entertain

salary
visitor
publication
machine
toward
success
drown
adopt
secure
honor
promise
wreck
prepare
vessel
busy
prefer
illustrate
different
object
provision
according
already
attention
education
director
purpose
common
diamond
together
convention
increase
manner

feature
article
service
injure
effect
distribute
general
to-morrow
consider
against
complete
search
treasure
popular
Christmas
interest

S

often
stopped
motion
theater
improvement
century
total
mention
arrive
supply
assist
difference
examination
particular
affair

course
neither
local
marriage
further
serious
doubt
condition
government
opinion
believe
system
possible
piece
certain
witness
investigate
therefore
too
pleasant

T

guess
circular
argument
volume
organize
summon
official
victim
estimate
accident
invitation
accept
impossible
concern
associate
automobile
various
decide
entitle
political
national
recent
business
refer
minute
ought
absence
conference
Wednesday
really
celebration
folks

U

meant
earliest
whether
distinguish
consideration
colonies
assure
relief
occupy
probably
foreign
expense
responsible
beginning
application
difficulty
scene
finally
develop
circumstance
issue
material
suggest
mere
senate
receive
respectfully
agreement
unfortunate
majority
elaborate
citizen
necessary
divide

V

principal
testimony
discussion
arrangement
reference
evidence
experience
session
secretary
association
career
height

W

organization
emergency
appreciate
sincerely
athletic
extreme
practical
proceed
cordially
character
separate
February

X

immediate
convenient
receipt
preliminary
disappoint
especially
annual
committee

Y

decision
principle

Z

judgment
recommend
allege

VI. HOW TO STUDY SPELLING

Errors in spelling usually arise from one of three things:

1. The omission of silent letters.

2. The use of the wrong vowel equivalents. Thus: "sed" for "said"; "strate" for "straight"; "wood" for "would"; "pain" for "pane."

3. Carelessness in observing the obscure vowels.

You will avoid these errors if you do four things:

1. Become perfectly familiar
   - *a.* With the usual values of all the letters.
   - *b.* With ordinary equivalents.
   - *c.* With the extreme exceptions.

2. Look carefully at all words so that you will know them when you see them again, or remember them when you wish to write them.

3. Think about the meaning of the word, and observe words that are related in meaning. Thus:

clamor — clamorous resign — resignation

4. Refer to your dictionary when you meet a new word or are doubtful about the use of a familiar one.

The study of words may become a delight which will continue as long as you continue to read and write. Your dictionary should be your guide, and you should become your own teacher.

VII. EXERCISES IN CLEAR SPEAKING

OLD "NONSENSE RHYMES"

Peter Piper picked a peck of pickled peppers;
A peck of pickled peppers Peter Piper picked;
If Peter Piper picked a peck of pickled peppers,
Where 's the peck of pickled peppers Peter Piper picked?

Thomas a Tattamus took two t's
To tie two tops to two tall trees;
To frighten the terrible Thomas a Tattamus!
Tell me how many T's there are in all That.

Robert Rowley rolled a round roll round,
A round roll Robert Rowley rolled round;
If Robert Rowley rolled a round roll round,
Where rolled the round roll Robert Rowley rolled round?

My grandmother sent me a new-fashioned three-cornered cambric country-cut handkerchief. Not an old-fashioned three-cornered cambric country-cut handkerchief, but a new-fashioned three-cornered cambric country-cut handkerchief.

When a Twister a-twisting will twist him a twist;
For the twisting of his twist, he three times doth entwist;
But if one of the twines of the twist do untwist,
The twine that untwisteth, untwisteth the twist.

One old Oxford ox opening oysters;
Two tee-totums totally tired of trying to trot to Tadbury;
Three tall tigers tippling tenpenny tea;
Four fat families fanning fainting flies;
Five foolish fellows fiercely fishing for frogs.
Six silly sportsmen simply shooting snipes;
Seven Severn salmons swallowing shrimps;
Eight Englishmen eagerly examining Europe;
Nine nimble noblemen nibbling nuts;
Ten tinkers tinkling upon ten tin tinder-boxes with tenpenny tacks.

FROM "THE PIED PIPER OF HAMELIN"

Into the street the Piper stept,
Smiling first a little smile;
To blow the pipe his lips he wrinkled,
And green and blue his sharp eyes twinkled.
Ere three shrill notes the pipe had uttered;
You heard as if an army muttered;
The muttering grew into a grumbling;
And the grumbling grew to a mighty rumbling;
And out of the houses the rats came tumbling —
Great rats, small rats, lean rats, brawny rats,
Brown rats, black rats, gray rats, tawny rats,
Grave old plodders, gay young friskers,
Fathers, mothers, uncles, cousins,
Families by tens and dozens,
Brothers, sisters, husbands, wives, —
Followed the Piper for their lives.

THE CATARACT OF LODORE

"How does the Water
Come down at Lodore?"
Here it comes sparkling,
And there it lies darkling;
Now smoking and frothing
Its tumult and wrath in,
Till in this rapid race
On which it is bent,
It reaches the place
Of its steep descent.
The Cataract strong then plunges along,
Striking and raging as if a war waging
Its caverns and rocks among;
Rising and leaping,
Sinking and creeping,
Swelling and sweeping,
Showering and springing,
Flying and flinging,
Writhing and ringing,
Eddying and whisking,
Spouting and frisking,
Turning and twisting,
Around and around
With endless rebound:
Smiting and fighting,
A sight to delight in;
Confounding, astounding,
Dizzying and deafening the ear with its sound.

Collecting, projecting,
Receding and speeding,
And shocking and rocking,
And darting and parting,
And threading and spreading,
And whizzing and hissing,
And dripping and skipping,
And hitting and splitting,
And shining and twining,
And rattling and battling,
And shaking and quaking,
And pouring and roaring,
And waving and raving,
And tossing and crossing,
And flowing and going,
And running and stunning,
And foaming and roaming,
And dinning and spinning,
And dropping and hopping,
And working and jerking,
And guggling and struggling,
And moaning and groaning;
And glittering and frittering,
And gathering and feathering,
And whitening and brightening,
And quivering and shivering,
And hurrying and skurrying,
And thundering and floundering;
And so never ending, but always descending,
The Water comes down at Lodore.